Project Rubric—The Earth Moves Under My Feet

Project Rubric—The Earth Moves Under My Feet  4 3 2 1				
Content and	Our task force	Our task force	Our task force	Our task force
	completed all seven	completed six of the	completed four or	completed three or
Understanding	of the following	following	five of the following	fewer of the
	components:	components:	components:	following
	Public service	Public service	Public service	components:
	announcement	announcement	announcement	Public service
	and emergency	and emergency	and emergency	announcement
	broadcast system	broadcast system	broadcast system	and emergency
	<ul> <li>Soil analysis and</li> </ul>	<ul> <li>Soil analysis and</li> </ul>	Soil analysis and	broadcast system
	building structure guidelines	building structure guidelines	building structure guidelines	<ul> <li>Soil analysis and building structure</li> </ul>
	<ul> <li>Description of</li> </ul>	<ul> <li>Description of</li> </ul>	<ul> <li>Description of</li> </ul>	guidelines
	equipment used	equipment used	equipment used	<ul> <li>Description of</li> </ul>
	for predictions	for predictions	for predictions	equipment used
	<ul> <li>Prediction data</li> </ul>	Prediction data	<ul> <li>Prediction data</li> </ul>	for predictions
	and seismic data	and seismic data	and seismic data	Prediction data
	for the area shown on maps	for the area shown on maps	for the area shown on maps	and seismic data for the area
	with a	with a	with a	shown on maps
	classification	classification	classification	with a
	system	system	system	classification
	<ul> <li>Analysis of any</li> </ul>	<ul> <li>Analysis of any</li> </ul>	<ul> <li>Analysis of any</li> </ul>	system
	patterns in	patterns in	patterns in	<ul> <li>Analysis of any</li> </ul>
	occurrences that	occurrences that	occurrences that	patterns in
	emerge	emerge	emerge	occurrences that
	History of activity	History of activity	History of activity	emerge
	in the area, visually	in the area, visually	in the area, visually	History of activity
	represented	represented	represented	in the area, visually
	Research on the	Research on the	Research on the	represented
	relationships	relationships	relationships	Research on the
	between	between	between	relationships
	earthquakes and	earthquakes and	earthquakes and	between
	other natural	other natural	other natural	earthquakes and
	disasters	disasters	disasters	other natural
	Our plan	Our mlan	Our mlan	disasters
	Our plan demonstrates in-	Our plan demonstrates an	Our plan demonstrates gaps	Our plan
	depth	understanding of	in conceptual	Our plan demonstrates little
	understanding of	earthquakes but	understanding of	evidence of
	earthquakes.	overlooks or	earthquakes.	understanding of
	eartiquakes.	misunderstands	eartiiquakes.	earthquakes.
	Our emergency plan	some supporting	Our emergency plan	Janunquakes.
	offers unique	ideas.	does not take into	Our emergency
	recommendations		account the unique	plan is illogical or
	and actions specific	Our emergency plan	attributes of the	irrelevant.
	to the area	offers expected	area assigned.	
	assigned, and are	interpretations and	Research	
	backed by research	recommendations	supporting the plan	
	and	for the area	is weak.	
	experimentation.	assigned.		
		Information is		
		backed by research.		
Process	Our task force	Our task force	Our task force	Our task force
	chooses	chooses processes	requires assistance	needs assistance in
	sophisticated	to complete and	in choosing	choosing processes
	processes to	present the	processes and	and completing
	complete and	emergency plan.	completing the	basic steps of the
	present the	The workload is	emergency plan.	plan.
	emergency plan.	The workload is	One group member	Several members of
	The workload is	divided and shared	One group member is viewed as not	
	divided and shared	fairly by all members. Some	doing a fair share of	the group are viewed as not doing
	equally by all	cohesiveness is	the work.	their fair share of
	Equally by all	00110314611633 13	uic work.	ו ווכוו ומוו אוומול טו

	members. The final product is cohesive (seamless integration of work).  Each stage of our project was completed on or ahead of time.  Our group members supported each other, found ways to help each other in areas of weakness, and took advantage of each other's areas of strength.	evident.  Each stage of our project was completed on time.  When problems arose, a reasonable attempt was made to work them out within the group.	Cohesiveness of the project is lacking.  More than one stage of our project was late.  Problems were ignored or exacerbated by group members' responses.	the work. Project has no evidence of cohesiveness.  Most of the stages of our project were late.  Our group was dysfunctional and little or no efforts were made to resolve problems.
Presentation Content	Our presentation conveys clear, focused main ideas supported by well-chosen details and examples.  Our graphics and data are informative and support the plan.  Our presentation is designed to match the topic, audience, and purpose.  The tools we used enhance the communication of the content.	Our presentation conveys main ideas, supported by relevant details and examples.  Our graphics and data are used to support the information.  Our presentation is designed to match the topic, audience, and purpose.  The tools we used support the communication of the content.	Our presentation conveys a main idea but does not support it effectively.  Our graphics or data are uninformative or we use them inadequately.  Our presentation is designed in a way that may not effectively match the topic, audience, or purpose.  The tools we used do not support the communication of the content.	Our presentation does not present or support a main idea.  We do not use graphics.  Our presentation does not match the topic, audience, or purpose.  The tools we used interfere with the communication of the content.
Organization and Mechanics	Our information is presented in a clear sequence.  We have clear connections, and transitions are made among the ideas or topics.  Our formatting is consistent throughout the presentation.  Proofreading is evident, and the work includes no errors.  Our presentation uses headings or bulleted lists to	Our information is presented in order.  Our ideas are connected.  Our formatting is somewhat inconsistent, but it does not interfere with the presentation.  Proofreading is somewhat evident, but our work includes some noticeable but not detractive errors.  Our presentation uses headings or bulleted lists to	Some of our information is out of order.  Our ideas may not be connected.  We have formatting inconsistencies that detract from the presentation.  Proofreading is slightly evident, but errors detract from the presentation.  Our content is logically organized for the most part.  We use graphics, but not all of them	Our information is disorganized.  Gaps in our information exist.  We have inconsistent formatting that interferes with the presentation.  Proofreading is barely or not evident. Our errors significantly detract from the presentation.  We have no clear or logical organizational structure—just lots

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organize.	organize, but the overall organization	are informative or support the plan.	of facts.
Our graphics a informative an support the pla Slides are read and appealing	of topics appears flawed. In. Our graphics are	Slides are hard to read.	Our graphics are not used to support the plan or provide information.

Who worked on what? Input is required from all group members for all components.

Component	Name(s)	Comments
Public service announcement and emergency broadcast system		
Soil analysis and building structure guidelines		
Description of equipment used for predictions and the system used; models built and demonstrated		
Prediction data and seismic data for the area shown on maps with a classification system		
An analysis of any patterns in occurrences that emerge		
History of activity in the area, visually represented		
Research on the relationship between earthquakes and other natural disasters		
Other miscellaneous projects:		