

## Making a Brochure: **Recycling Brochure Scoring Guide**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Points Awarded	Total
<b>Writing—Style and Purpose</b>	Data from the survey is made meaningful and used to convey a message. A historical perspective on the crisis is given. Descriptive details on past and present waste management plans of the school/community are explained. Persuasive techniques are used effectively. Information is presented so that it inspires a "call to action" on the part of the reader.	Data from the survey is used to convey a message. A historical perspective is given but lacks detail. Persuasive techniques are used. Information is presented so that it encourages a "call to action" on the part of the reader.	Data from the survey is used but the message conveyed is unclear. Some historical information is used but lacks detail. Persuasive techniques are attempted but are ineffective. Information is presented attempts to encourage a "call to action" on the part of the reader, but may fall short.	Data from the survey is interpreted inaccurately and fails to convey meaning. Historical information is not used. Brochure is not persuasive. Information presented does not encourage a "call to action" on the part of the reader.	____(x 6)	
<b>Writing—Grammar, Mechanics, and Usage</b>	The brochure has zero or one grammar, usage, and/or spelling mistakes.	The brochure has two or three grammar, usage, and/or spelling mistakes.	The brochure has four or five grammar, usage, and/or spelling mistakes.	The brochure has six or more grammar, usage, and/or spelling mistakes.	____(x 1)	
<b>Writing—Vocabulary</b>	Several new words and technical jargon are defined that are unfamiliar to the reader. Words are used correctly.	The author correctly uses a few new words and defines words unfamiliar to the reader.	The author tries to use some new vocabulary but may use one or two words incorrectly. Definitions are not included.	The author does not incorporate new vocabulary.	____(x 1)	
<b>Visual Appeal, Graphic Design, and Organization</b>	The brochure is eye-catching and easy to read. Text and graphics create a balance. Graphics are informative and go well with the text. Information is organized.	The brochure has attractive formatting and well-organized information. A slight imbalance exists between text and graphics (either too much or too little). Graphics are informative and go well with the text.	The brochure has organized information. Formatting problems make the brochure difficult to read or hard to understand. Graphics are used but are not informative and/or do not go well with the text.	The brochure's formatting and organization of material are confusing to the reader. Graphics are not used or are used ineffectively.	____(x 5)	

<b>Survey</b>	<p>The student contributed proficiently within a group or class to all aspects in the survey construction process.</p> <ul style="list-style-type: none"> <li>● Question Construction—Unbiased, user friendly, and useful</li> <li>● Survey Distribution—Thorough</li> <li>● Survey Collection—Thorough</li> <li>● Survey Tabulation—Accurate</li> <li>● Analysis of Data—Uses math skills appropriately</li> <li>● Interpretation of Data—Logical</li> </ul>	<p>The student contributed within a group or class to most aspects in the survey construction process but lacked proficient skills in one or two of the following areas:</p> <ul style="list-style-type: none"> <li>● Question Construction</li> <li>● Survey Distribution</li> <li>● Survey Collection</li> <li>● Survey Tabulation</li> <li>● Analysis of Data</li> <li>● Interpretation of Data</li> </ul>	<p>The student contributed within a group or class to most aspects in the survey construction process but lacked proficient skills in three or four of the following areas:</p> <ul style="list-style-type: none"> <li>● Question Construction</li> <li>● Survey Distribution</li> <li>● Survey Collection</li> <li>● Survey Tabulation</li> <li>● Analysis of Data</li> <li>● Interpretation of Data</li> </ul>	<p>The student's contribution to group and class discussions was minimal and non-engaging. The student lacked proficient skills in most of the following areas of the survey construction process:</p> <ul style="list-style-type: none"> <li>● Question Construction</li> <li>● Survey Distribution</li> <li>● Survey Collection</li> <li>● Survey Tabulation</li> <li>● Analysis of Data</li> <li>● Interpretation of Data</li> </ul>	____(x 5)	
<b>Sources</b>	<p>Careful and accurate records were kept to document interviews and sources. Citation formatting is correct.</p>	<p>Records were kept to document interviews and sources. Some mistakes were made in following the formatting for citations.</p>	<p>Records of documentation are inaccurate or incomplete. Citing sources was attempted but the correct format was not followed.</p>	<p>Sources are not documented accurately. No attempt was made to cite the sources in the brochure.</p>	____(x 2)	
					<b>Total Score:</b>	<b>/80</b>