Social Studies Fair Project Rubric

CRITERIA	CCLS	4 (Exceeds)	3 (Meets)	2 (Nearly Meets)	1 (Does Not Meet)	0
CONTENT AND ANALYSIS: *the extent to which* the project conveys complex ideas and information clearly and accurately to support claims in an analysis of topic(s)	W.2 R. 1–9	☐ clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose ☐ demonstrate insightful analysis of the text(s)	☐ clearly introduce a topic in a manner that follows from the task and purpose ☐ demonstrate grade-appropriate analysis of the text(s)	☐ introduce a topic in a manner that follows generally from the task and purpose ☐ demonstrate a literal comprehension of the text(s)	☐ introduce a topic in a manner that does not logically follow from the task and purpose ☐ demonstrate little understanding of the text(s)	☐ demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: *the extent to which* the project presents evidence to support analysis and reflection	W.9 R. 1–9	☐ develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) ☐ sustain the use of varied, relevant evidence	☐ develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) ☐ sustain the use of relevant evidence, with some lack of variety	☐ partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant ☐ use relevant evidence with inconsistency	☐ demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	☐ provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: *the extent to which* the project logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	☐ exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning ☐ establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice ☐ provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	☐ exhibit clear organization, with the use of appropriate transitions to create a unified whole ☐ establish and maintain a formal style using precise language and domain-specific vocabulary ☐ provide a concluding statement or section that follows from the topic and information presented	☐ exhibit some attempt at organization, with inconsistent use of transitions ☐ establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary ☐ provide a concluding statement or section that follows generally from the topic and information presented	☐ exhibit little attempt at organization, or attempts to organize are irrelevant to the task ☐ lack a formal style, using language that is imprecise or inappropriate for the text(s) and task ☐ provide a concluding statement or section that is illogical or unrelated to the topic and information presented	☐ exhibits no evidence of organization ☐ use language that is predominantly incoherent or copied directly from the text(s) ☐ do not provide a concluding statement or section
CONTROL OF CONVENTIONS: *the extent to which* the project demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	☐ demonstrate grade-appropriate command of conventions, with few errors	☐ demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	☐ demonstrate emerging command of conventions, with some errors that may hinder comprehension	☐ demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	☐ are minimal, making assessment of conventions unreliable
PRESENTATION: *the extent to which* the student conveys knowledge and mastery of the topic during a public presentation	CCLS 4, 5 , 6	☐ Enhances topic and increases audience understanding of the topic ☐ visually appealing (using both graphics and text) ☐ well organized ☐ excellent command of public speaking	☐ Presentation increases audience understanding of the topic ☐ visually appealing (using both graphics and text) ☐ organized ☐ grade-appropriate public speaking, with few errors	☐ nearly grade-appropriate speaking with multiple errors ☐ some organization for project ☐ Nearly completed project with visuals	☐ significant mistakes and errors while speaking ☐ minimal organization for project ☐ incomplete project with visuals	☐ did not present project to class

Total Score: _____

- An incomplete project will be given a score of 0
- Project is totally unrelated to the topic, illegible, or incoherent will be given a 0.
- A project that is mostly copied from the text(s) with no original student writing will be scored a 0