



**NEW TECH INSTITUTE**  
**SCHOOL-WIDE LEARNING**  
**OUTCOMES SCORING RUBRIC**

PRESENTER: \_\_\_\_\_

PROJECT: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

SWLOC	UNSATISFACTORY (Below Performance Standards)	SATISFACTORY (Meets Minimal Criteria)	PROFICIENT (Consistent Performance)	EXEMPLARY (Demonstrates Exceptional Performance)
<p><b>Written Communication</b></p> <p>Written communication at NTI demonstrates precise, clear, well developed ideas using grammatically correct structures</p>	<p>* Writing is so unclear that ideas are lost.</p> <p>* Writing is verbose or sparse and says basically nothing</p> <p>* Writing does not have clear topic sentence(s) or enough details to support the topic sentence(s)</p> <p>* Writing has no clear organization</p> <p>* Writing contains punctuation and spelling errors, elementary or fragmented sentence structure, or other errors in writing conventions that detract from the meaning of the writing</p>	<p>* Writing is generally clear</p> <p>* Writing demonstrates instances of clarity and insight</p> <p>* Writing usually has clear topic sentence(s) and enough detail to support the idea(s)</p> <p>* Writing has a general sense of organization</p> <p>* Writing generally exhibits proper punctuation, sentence structure, spelling, and other writing conventions so that the errors do not detract from the ideas presented</p>	<p>* Writing ideas are clearly evident</p> <p>* Writing is concise and generally presents some insight</p> <p>* Writing clearly has topic sentence(s) with detailed support</p> <p>* Writing has a clear sense of organization</p> <p>* Writing demonstrates proper punctuation, sentence structure, spelling, and other grammatical conventions</p>	<p>* Writing is clear and ideas unique</p> <p>* Writing is concise and presents insight</p> <p>* Writing presents topic sentence(s) in clear and unique formats while providing engaging detailed support</p> <p>* Writing has a clear sense of organization</p> <p>* Writing conventions—grammar, punctuation, word choice, style—are not only correct but in fact enhance the writing</p>
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**Oral Communication**  
 Oral communication at NTI requires effective audience analysis, clear purpose, organization, and general physical delivery.

*Presenter has little grasp of what would appeal to the audience	*For the most part, presenter understands and generally appeals to the audience	*Presenter obviously understands and consistently appeals to the audience.	*Presenter engages audience from the beginning attention getter
*Presenter has no clear purpose	*Presenter's purpose is generally clear and tone is consistent	*Presenter's purpose is clear and tone consistent	*Presenter's purpose is not only clear but presents a unique perspective and/or presentation mode.
*Presenter wanders from idea to idea with no organization	*For the most part, presenter sticks to the topic and possesses obvious organization	*Presenter stays on topic and has clear organization	*Presenter provides engaging topic(s) and unusual supporting details
*Presenter does not hold audience interest with eye contact, body language, enunciation, and inflection	* For the most part the presenter holds the audience's interest through eye contact, body language, enunciation, and inflection	*Presenter holds audience interest through eye contact, body language, enunciation, and inflection	*Presenter's eye contact, body language, enunciation, and inflection enhance the appeal of the oral communication
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<b>Collaboration</b>	*Student does not actively participate in the group	*Student actively participates in group most of the time.	*Student actively participates in group	*In addition to Proficient indicators, student takes initiative in organizing and dividing the work
Collaboration is the taking of initiative to organize, divide tasks, generate new ideas, check the progress of others, offer and accept assistance, seek help where needed, be willing to compromise, listen actively, and create a positive work environment.	*Student generates few ideas and does only what told to do by others	*Student generates some new ideas	*Student helps get tasks organized and divided	*Student generates new ideas
	*Student does not complete tasks in timely manner	*Student completes tasks in a timely manner	*Student gives constructive criticism and accepts constructive criticism well	*Student listens carefully to others
	*Student gives only non-constructive criticism	*Student seeks help when needed	*Student seeks and gives help when needed	*Student actively checks with others and sees how he or she may be of help
	*Student distracts others from their work	*Student is willing to help other group members	*Student helps create a positive work environment through active listening and contributing to the group work	*Student mediates conflict and creates positive work environment

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<b>Work Ethic</b>	*Student does not complete his/her assigned tasks on time.	*Student completes assigned tasks on time.	*Student completes assigned tasks on time.	*Student completes assigned tasks on time.
Work Ethic values hard work instilled in or held by students. For example, a student with a good work ethic would complete projects and other tasks of a high quality, and take pride in the quality of his or her work.	*Student does not participate in group discussions.	*Student participates in group project discussions when called upon.	*Student participates in group project discussions when appropriate.	*Student takes lead role in facilitating the group portion of the project.
	*Student is frequently absent or late to class without a valid reason.	*Student is sometimes absent or late to class without a valid reason.	*Student is rarely absent or late to class without a valid reason	*Student is never absent or late to class without a reason.
	*Student frequently shows up for group discussions without proper materials.	*Student is usually focused on work and is not a disruption.	*Student is always focused on work and is rarely a disruption.	*Student spends extra time inside/outside of classroom adding extras to project.
	*Student is frequently off task and/or disruptive.	*Student usually has proper materials.	*Student always has proper materials.	*Student is always focused on work and is never a disruption.

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**Critical Thinking**

Critical thinking is the process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information to make decisions and communicate beliefs clearly and accurately.

\*Student does not select material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation.  
 \*Student does not demonstrate a basic understanding of the topic or skill under study.  
 \*Student does not demonstrate an ability to apply theories, principles and/or skills to new situations, settings or problems.  
 \*The student does not identify cause-and-effect relationships.  
 \*Student does not demonstrate understanding of the criteria used for evaluation of materials, sources, etc.  
 \*Student does not successfully integrate ideas, images and/or objects to form a cohesive whole.

\*Student selects some material (photos, sound files, video clips, apparel, illustrations, etc.) that is marginally appropriate for the audience and the situation.  
 \*Student demonstrates a basic understanding of topic or skill under study.  
 \*Student demonstrates a rudimentary ability to apply theories, principles and/or skills to new situations, settings or problems.  
 \*The student can identify basic cause-and-effect relationships  
 \*Student demonstrates a basic understanding of the criteria used for evaluation of materials, sources, etc.  
 \*Student shows a basic understanding of the integration of ideas, images and/or objects to form a cohesive whole.

\*Student consistently selects material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation.  
 \*Student demonstrates a clear understanding of topic or skill under study.  
 \*Student demonstrates a consistent ability to apply theories, principles and/or skills to new situations, settings or problems  
 \*Student can consistently identify cause and effect relationships.  
 \*Student consistently demonstrates understanding of the criteria used for evaluation of materials, sources, etc.  
 \*Student consistently integrates ideas, images and/or objects to form a cohesive whole.

**In addition to meeting the PROFICIENT criteria ...**

\*Student shows a deep understanding of the audience and the situation by selecting material that enhances understanding.  
 \* Student actively seeks new environments and situations to apply theories, principles and/or skills.  
 \*Student demonstrates a superior ability to apply theories, principles and/or skills to new situations, settings or problems.  
 \*The student can distinguish and explain relationships between ideas, data sets, and phenomena  
 \*The student can differentiate between correlation and cause and effect  
 \*Student consistently demonstrates superior understanding and application of the criteria used for evaluation of materials, sources, etc.  
 \*Student shows careful planning and attention to how disparate elements fit together and is able to create new idea/products based on changing circumstances, input, or environment.

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<b>Digital Media Literacy</b>	*Projects not organized or saved in the proper format.	*Organization Project saved in proper format	<b>In addition to meeting the SATISFACTORY criteria...</b>	<b>In addition to meeting the PROFICIENT criteria...</b>
Digital Media Literacy is the ability to responsibly use appropriate	*Content is not clear and relevant	format	*Design	*Significant evidence of imagination, creativity, or thoughtfulness.
technology to communicate, solve	*Subject knowledge is not evident	Size of project reflects project purpose	Effective use of contrast, balance, pattern, movement, unity	*Student-group contacts appropriate entity and receives official permission to use/include copyrighted material within group project.
problems, access, manage, integrate, evaluate, design and	*Information is appropriate	Logical sequence of information	Effective use of text elements	*Student-group utilizes formal design format/camera technique/etc.
create information to improve learning in all	*Does not display creativity & originality in their work.	*Content Content is clear and	Successful navigation (if applicable)	
subject areas, and acquire lifelong knowledge and	*Sources are not properly cited: pictures, movies, websites, quotations, etc.	relevant Subject knowledge is	*Video Editing Clips show no slack time	
skills in the 21st century	(if applicable)	evident Information is	Suitable transitions for smooth flow	
	*Audio is not clear or effective	appropriate	Pacing keeps viewers interested	
	*Graphics are not appropriate, clear, or effective	*Creativity & Originality Shows understanding of software or hardware	*Audio Editing Creative/appropriate sound effects, narration,	
		All elements (color, white space, graphics, placement, etc.)	background music enhances mood	
		contribute to and not detract from		
		presentation's effectiveness.		
		Evidence of graphic manipulation.		
		*Sources are properly cited: pictures, movies, websites,		
		quotations, etc.		

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\*Uses Proper Camera Technique

(if applicable)

\*Audio is clear and effective

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**ADDITIONAL COMMENTS:**