Livin' the Dream PBL Rubric　　　　**NAME:**　　　　　　　　　　　　**HOUR:**　　**DATE:**

	Meets Expectations	Meets Some Expectations	Below Expectations	Incomplete
Investigation Reflection (10%) (RI.7, W.8)	Reflection integrates high-quality research from a variety of reputable sources. Investigation is sufficient to fully address the driving question.	Investigation lacks depth or variety. A little more research is required. Driving question is addressed, but some questions remain.	Research is started but lacks depth <u>and</u> variety. Many questions still remain.	
Calibration Reflection (10%) (SL.3, RI.8, W.5)	Reflection applies research results to develop solution ideas. Student justifies criteria used to evaluate ideas, product prototypes or problem solutions Revision strategies addresses weak points and explains why changes will better meet evaluation criteria	Reflection applies research results to develop solution ideas. Student either justifies criteria used to evaluate ideas, product prototypes or problem solutions **-or-** addresses weak points and explains why changes will better meet evaluation criteria	Connections between investigation and solution are unclear. Student seems to rely on "gut feeling" to evaluate and revise ideas, product prototypes or problem solutions (does not use criteria). Revision choices need more depth or more explanation.	
Solution and Curation Reflection (20%) (RI.7, SL.4)	Student clearly articulates the advantages and disadvantages of using different mediums to cause change. Student justifies choices made when answering the Driving Question or creating products, by giving valid reasons with supporting evidence. Student clearly explains new understanding gained in the project and how it might be applied.	Student discusses some of the advantages and disadvantages of using different mediums to cause change **or** only chooses one medium for presentation. Student mentions choices made when answering the Driving Question or creating products by giving valid reasons.	- chooses one presentation medium without considering advantages and disadvantages of using other mediums to present a particular topic or idea - cannot give valid reasons or supporting evidence to defend choices made when answering the Driving Question or creating products -does not consider alternative answers to the Driving Question, designs for products, or points of view -is not able to explain important new understanding gained in the project	

Explanation of Ideas & Information (40%) (SL.4)	- presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning - selects information, develops ideas and uses a style appropriate to the purpose, task, and audience - clearly and completely addresses alternative or opposing perspectives	- presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow - attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed - attempts to address alternative or opposing perspectives, but not clearly or completely	- does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning - selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach) - does not address alternative or opposing perspectives	
Presentation Aids (10%) (SL.5)	Student uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest and engage the audience.	Student uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation.	Visual aids are present but are not used effectively to engage the audience.	
Presentation Skills (Eyes, Body & Voice) (10%) (SL.6)	Presenters consistently engage stakeholders with academic language. Speakers consistently use appropriate word choice, volume, and tone. Hand gestures and body language are consistently professional and engaging.	Presenters usually engage stakeholders with academic language. Speakers usually use appropriate word choice, volume, and tone. Hand gestures and body language are usually professional and engaging.	Presenters inconsistently engage stakeholders with academic language. Speakers inconsistently use appropriate word choice, volume, and tone. Hand gestures and body language are inconsistently professional and engaging.	
I like...				
I wonder…				
Reasonable Best Effort				

TOTAL: _____/100pts