

MARKING Rubric On ECO-DILEMMA Lesson Plan

Project Goals:

- find information from multiple and credible sources on a topic
- present the research students found into coherent, poster board sections and written notes with references cited
- use appropriate graphics (either made by the student in a tool like Canva, or copied with source cited)
- create a poster or visual display with a theme and proof points supporting their conclusion
- use talking points with authority to a small audience and knowledgably answer questions
- examine bias and unbiased sources of information
- introduce their topic with a central theme and proof points based on accurate, informed research
- offer adequate data so another person can understand and see the theme/conclusion being supported
- specific examples of their topic locally and globally and how their topic relates to sustainability

**Teacher may weight/grade the project as desired. Some may choose to focus more on written work while others may rank speaking presentation style more highly. Teacher may also use a group evaluation if appropriate and modify for special needs learning styles. Some special needs students may want to present to a teacher solely.*

RUBRIC Resource links: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/rubrics-useful-assessment-tools>

<https://teaching.cornell.edu/teaching-resources/assessment-evaluation/using-rubrics>

<https://examples.yourdictionary.com/simple-rubric-examples-for-teachers.html>

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TIMELINES

SECTION	DUE DATE	COMMENTS
Topic (theme) and Outline		
Ideas & Sources for Data Collection		
Proof points (rough) based on research		
Graph or Infographic of Data plus visual examples		
Final Diagrams and Pictures Rough Draft of speaking notes		
Final Poster & Oral Presentation with notes		

Marking Rubric:

WRITTEN COMPONENT					
	1	2	3	4	5
Sources	Less than 2 sources, some not reputable	Less than 3 sources; not reputable	4 sources; 2 reputable, or less than 4 sources	4 sources; at least 3 reputable	more than 5 reputable sources
Organization/ Presentation	Disorganized, information not well laid out	Only a few distinct sections, not well ordered	Generally, well sectioned and ordered	Mostly logical section, most parts well ordered	Logical sections, well laid out and ordered
Central Theme/ Question(s)	Narrow question, or no question.	Narrow question with easy answer that does not encourage study.	Broad question with some area for study	Broad and meaningful question with good potential for research.	Detailed and meaningful question with good potential for research
Scientific Basis	Most facts demonstrate little understanding of the topic	Some facts copied or demonstrate lack of understanding	Some detailed facts based on sound science; some demonstration of understanding	Some detailed facts based on sound science; good demonstration of understanding	Detailed facts based on sound science that indicate understanding
Extent of Research	very little research	A little research	minimum amount of research	Good amount of research and effort	Indicates extensive research and effort
VISUAL COMPONENT					
	1	2	3	4	5
Posterboard or Powerpoint	Not eye catching; does not highlight topic or sections, poorly put together	Does not really highlight topic or sections, appears rushed or not well put together	Highlights topic; and few to no sections; generally well put together	Highlights topic and some sections; somewhat eye catching; generally carefully put together	Highlights topic; highlights sections; eye catching; carefully put together
Visuals/Infographics	Few visuals, not labelled or missing source/citation; do not enhance information.	Few visuals; some labelled/cited; do not really enhance information	Some visuals that enhance information. Labelled/cited but not organized or presented while speaking	Nicely organized to enhance information; labeled but not clearly explained	Nicely organized to enhance information; labelled/cited, clearly explained.
ORAL COMPONENT					
	1	2	3	4	5
Speaking style	Did not speak or did not appear to know what to say or how to use the poster to enhance their speech	Sometimes appeared unsure; did not refer to poster to enhance speech	Sometimes spoke confidently and made eye contact; sometimes used poster or visuals well with speech	Mostly spoke confidently and made eye contact; mostly used poster or visuals well with speech	Always spoke confidently and made eye contact; used poster or visuals well with speech;
Knowledge	Did not demonstrate much knowledge of the topic.	Only able to read off notes, not able to demonstrate a Concrete knowledge of topics.	Knew some of the info but read off notes; could not answer most questions.	Knew most info; made few references to notes; could answer some questions	Knows information from memory and could answer questions confidently