**APES Service Learning Project Rubric – F17** Date/Length:\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Project Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **CATEGORY** | **4** | **3** | **2** | **0** |  |
| **Primary Author** | Work and intellectual contribution is 80-100% of the student author. | Work and intellectual contribution of student author is only 50-80%. | More than 50% of work does not belong to student. | Any form of plagiarism noted. |  |
| **Requirements Met** (based on project selected from choices provided) | Project meets all outlined requirements previously outlined in project details. | Most of outlined requirements are met for project. | Some of outlined requirements have been met for project. | Does not meet project requirements. |  |
| **Originality/Creativity** | *Excellent:* Great originality in design and creative thinking. | *Good:* Shows originality but similar to other products. | *Okay:* Some originality – not very creative. | *Poor:* Little to no originality in design/construct. |  |
| **Research** | *Excellent:* Strong research evidence in product outcome. | *Good:* Some related research discussed or provided in product. | *Okay:* Research discussed but not clearly related. | *Poor:* No research in product or presentation. |  |
| **Relationship to APES** | *Excellent:* Clearly shows connection to APES curriculum. | *Good:* Some relationship to curriculum, but not clear evidence. | *Okay:* Little relationship to curriculum. | *Poor:* No relationship to curriculum. |  |
| **Environmental Impact** | *Excellent:* Shows clear impact to environment and focuses on doing something to change the world. | *Good:* Shows impact to environment but not how to change the world. | *Okay:* Impact to environment not clear. | *Poor:* No evidence of environmental impact. |  |
| **Influence** | *Excellent:* Presenter shows strong passion for topic and audience clearly is influenced by presentation of product | *Good:* Presenter shows strong passion for topic but audience is not strongly influenced | *Okay:* Presenter and audience only seem slightly influenced by topic/project. | *Poor:* Presenter nor audience seems influenced by project. |  |
| **Quality Effort/Time** | *Excellent:* Clearly shows quality time and effort were put into the completion of project | *Good:* Some evidence of quality effort/time or product is only of decent quality. | *Okay:* Project completed but not of quality work. | *Poor:* Evidence of little effort or time spent on project |  |
| **Visual** | *Excellent:* Strong visual appeal, impressive design | *Good:* Nice visual appeal, design could have been improved upon or too wordy | *Okay:* Visual does not relate to subject and/or only wordage used | *Poor*: No visual appeal or presentation |  |
| **Presentation** | *Excellent:* Completed, well-organized, aesthetically appealing to audience | *Good:*  Completed and well-organized. Almost no visual/appearance issues. | *Okay:*  Completed. Many visual/appearance issues | *Poor:*  Presentation lacks coherence/sloppy |  |
| **Length of Presentation** | Was of adequate length for project topic and covered all needed material to represent project well. | Too short or too long but still covered all needed material to represent project well. | Time of presentation adequate but did not cover necessary material. | Time nor material covered not adequate. |  |
| **Presentation/Project completed on time** | All deadlines were met (submission of project & due date selected) and presented on time. | Met one deadline and presented on time. | Did not meet deadlines but presented when called upon. | Did not meet deadlines or present when called upon. |  |
| **Behavior during other presentations** | ---------------------- | ---------------------- | Respectful and attentive to all. | Slept/on phone/ disrespectful behavior during other presentation |  |
| **Total Points** | /50 | Grade: | *You 10% from grade each day project is late.* | |  |
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