

Rubric for Family Structure Group Project

Task Description: Family Structure Group Project: Students will be assigned one of the eight different modern family structures. Students will need to find information and statistics illustrating their family structure type to include culture, societal issues, demographic facts, economic trends and any other pertinent information.					
Criteria	weight	4 - Professional	3 - Proficient	2 - Developing	1 - Incomplete
Choice of Project	___%	<input type="checkbox"/> Appropriate <input type="checkbox"/> Focused <input type="checkbox"/> Innovative <input type="checkbox"/> Relevant <input type="checkbox"/> Purposeful	<input type="checkbox"/> Generally appropriate <input type="checkbox"/> Evidence of some focus <input type="checkbox"/> Moderate creativity <input type="checkbox"/> Expresses some relevance <input type="checkbox"/> Adequate purpose shown	<input type="checkbox"/> Somewhat appropriate <input type="checkbox"/> Evidence of minimal focus <input type="checkbox"/> Limited creativity <input type="checkbox"/> Difficulty in identifying relevance <input type="checkbox"/> Includes evidence of some purpose	<input type="checkbox"/> Inappropriate <input type="checkbox"/> Lacks focus <input type="checkbox"/> Lacks innovation <input type="checkbox"/> Lacks relevance <input type="checkbox"/> Purpose unclear
Use of Planning Process	___%	<input type="checkbox"/> Well planned <input type="checkbox"/> Willingness to take risks	<input type="checkbox"/> Attempts well developed ideas that lead to a general understanding <input type="checkbox"/> Willingness to take slight risks	<input type="checkbox"/> Limited explanation of ideas creates misunderstanding of project <input type="checkbox"/> Minimal evidence of risk taking	<input type="checkbox"/> Lacks thoroughness <input type="checkbox"/> Little evidence of willingness to take risk <input type="checkbox"/> No evidence of risk taking
Written components	___%	<input type="checkbox"/> Concise <input type="checkbox"/> Depth of thought; thorough and specific development of ideas <input type="checkbox"/> Writer exhibits mastery of grammar	<input type="checkbox"/> Generally concise <input type="checkbox"/> Ideas are thoughtful with moderate evidence of topic development <input type="checkbox"/> Writer exhibits moderate command of grammar	<input type="checkbox"/> Some segments ramble <input type="checkbox"/> Omits information that creates gaps in the information <input type="checkbox"/> Errors in grammar	<input type="checkbox"/> Rambles to the extent that main point is lost <input type="checkbox"/> Omits information that creates lack of understanding <input type="checkbox"/> Limited evidence of correct use of grammar
Oral Presentation	___%	<input type="checkbox"/> Polished <input type="checkbox"/> Engaging	<input type="checkbox"/> Well designed <input type="checkbox"/> Informative	<input type="checkbox"/> Reasonably neat <input type="checkbox"/> Somewhat maintains audience attention	<input type="checkbox"/> Sloppy <input type="checkbox"/> Poorly presented

Assignment Score _____ + Beyond/Bonus _____ = Final Score _____