

Theories: Part II Project Rubric

Task Description: Research one theorist introduced in this lesson. The research must include:

- Information about the theorist’s life
- Simple explanation of the key points of the theory
- One theory to be used as a basis for studying your own family
- A two-page paper that discusses the stages, growth and development and/or systems that are in place in your own family

Criteria	weight	Exemplary Yes	Accomplished Yes, but	Developing No, but	Beginning No
Time Management	10%	<input type="checkbox"/> Some assignments are completed ahead of time	<input type="checkbox"/> All assignments are turned in by due dates	<input type="checkbox"/> Some assignments are turned in by due dates	<input type="checkbox"/> Assignments are not turned in by due date, or some assignments are not turned in at all
Sources	10%	<input type="checkbox"/> Exceeds number of sources assigned <input type="checkbox"/> Variety of sources (electronic, book, magazine or journal) <input type="checkbox"/> Sources are factual	<input type="checkbox"/> Includes the number of assigned sources <input type="checkbox"/> Some variety of sources <input type="checkbox"/> Sources are mostly factual	<input type="checkbox"/> Fewer sources used than required <input type="checkbox"/> Little variety of sources <input type="checkbox"/> Sources have facts and opinions; some opinions are presented as facts	<input type="checkbox"/> No documented sources used <input type="checkbox"/> All sources are of the same type <input type="checkbox"/> Sources blur the distinction between fact and opinion
Documentation of Sources	10%	<input type="checkbox"/> Complete and in correct form	<input type="checkbox"/> Mostly complete and in correct form	<input type="checkbox"/> Not complete and some not correct	<input type="checkbox"/> Sources are not included
Relevance of Sources	10%	<input type="checkbox"/> Sources elaborate and/or extend <input type="checkbox"/> Sources are appropriate for topic <input type="checkbox"/> Current information is used	<input type="checkbox"/> Information meets requirements of assignment <input type="checkbox"/> Most sources are appropriate for topic <input type="checkbox"/> Mostly current information is used	<input type="checkbox"/> Information does not meet the requirements of the assignment <input type="checkbox"/> Some sources are inappropriate for topic <input type="checkbox"/> Current and outdated material is used	<input type="checkbox"/> Information adds nothing <input type="checkbox"/> Sources are inappropriate for topic <input type="checkbox"/> Outdated material is used

Content of Finished Product	40%	<input type="checkbox"/> In-depth coverage of topic <input type="checkbox"/> Thoughtful analysis of topic <input type="checkbox"/> Expands research by examining related topics <input type="checkbox"/> Reader gains important insights	<input type="checkbox"/> Displays an understanding of topic <input type="checkbox"/> Basic analysis of topic <input type="checkbox"/> Content is comprehensive and accurate <input type="checkbox"/> Reader gains some insights	<input type="checkbox"/> Little understanding of topic <input type="checkbox"/> Minimal or general analysis of topic <input type="checkbox"/> Does not cover entire topic; some inaccuracies <input type="checkbox"/> Reader gains few insights	<input type="checkbox"/> No understanding of topic <input type="checkbox"/> Analysis vague or not evident <input type="checkbox"/> Little support of topic <input type="checkbox"/> Reader is confused or misinformed
Organization	10%	<input type="checkbox"/> Creative and thoughtful arrangement of ideas <input type="checkbox"/> Makes clear connections among ideas <input type="checkbox"/> Arranges without teacher's help	<input type="checkbox"/> Logical arrangement of ideas <input type="checkbox"/> Makes connections among ideas <input type="checkbox"/> May need teacher's suggestions	<input type="checkbox"/> Organization required little creative thought <input type="checkbox"/> Connections may be awkward <input type="checkbox"/> Some progress is teacher directed	<input type="checkbox"/> Organization lacking or confusing <input type="checkbox"/> Poor connections <input type="checkbox"/> All progress is teacher directed
Mechanics/Format	10%	<input type="checkbox"/> Correct format <input type="checkbox"/> Superior sentence structure and vocabulary <input type="checkbox"/> Correct grammar, usage, mechanics and spelling <input type="checkbox"/> Preferred length	<input type="checkbox"/> Mostly correct format <input type="checkbox"/> Good sentence structure and vocabulary <input type="checkbox"/> Mostly correct grammar, usage, mechanics and spelling <input type="checkbox"/> Appropriate length	<input type="checkbox"/> Format less than correct <input type="checkbox"/> Little variety in sentence type and word choices <input type="checkbox"/> Some errors in grammar, usage, mechanics and spelling <input type="checkbox"/> Too long or too short	<input type="checkbox"/> Incorrect format <input type="checkbox"/> No variety in sentence type; simple word choices <input type="checkbox"/> Errors in grammar, usage, mechanics and spelling distract from readability <input type="checkbox"/> Much too long or too short

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