## Project-based Learning Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Content</th>
<th>Conventions</th>
<th>Organization</th>
<th>Presentation</th>
</tr>
</thead>
</table>
| 4     | • Is well thought out and supports the solution to the challenge or question  
• Reflects application of critical thinking  
• Has clear goal that is related to the topic  
• Is pulled from a variety of sources  
• Is accurate  | • No spelling, grammatical, or punctuation errors  
• High-level use of vocabulary and word choice  | • Information is clearly focused in an organized and thoughtful manner.  
• Information is constructed in a logical pattern to support the solution.  | • Multimedia is used to clarify and illustrate the main points.  
• Format enhances the content.  
• Presentation captures audience attention.  
• Presentation is organized and well laid out.  |
| 3     | • Is well thought out and supports the solution  
• Has application of critical thinking that is apparent  
• Has clear goal that is related to the topic  
• Is pulled from several sources  
• Is accurate  | • Few (1 to 3) spelling, grammatical, or punctuation errors  
• Good use of vocabulary and word choice  | • Information supports the solution to the challenge or question.  | • Multimedia is used to illustrate the main points.  
• Format is appropriate for the content.  
• Presentation captures audience attention.  
• Presentation is well organized.  |
| 2     | • Supports the solution  
• Has application of critical thinking that is apparent  
• Has no clear goal  
• Is pulled from a limited number of sources  
• Has some factual errors or inconsistencies  | • Minimal (3 to 5) spelling, grammatical, or punctuation errors  
• Low-level use of vocabulary and word choice  | • Project has a focus but might stray from it at times.  
• Information appears to have a pattern, but the pattern is not consistently carried out in the project.  
• Information loosely supports the solution.  | • Multimedia loosely illustrates the main points.  
• Format does not suit the content.  
• Presentation does not capture audience attention.  
• Presentation is loosely organized.  |
| 1     | • Provides inconsistent information for solution  
• Has no apparent application of critical thinking  
• Has no clear goal  
• I pulled from few sources  
• Has significant factual errors, misconceptions, or misinterpretations  | • More than 5 spelling, grammatical, or punctuation errors  
• Poor use of vocabulary and word choice  | • Content is unfocused and haphazard.  
• Information does not support the solution to the challenge or question.  
• Information has no apparent pattern.  | • Presentation appears sloppy and/or unfinished.  
• Multimedia is overused or underused.  
• Format does not enhance content.  
• Presentation has no clear organization.  |