

CAREER AND TECHNICAL EDUCATION FINAL PROJECT RUBRIC

NAME _____

DATE _____

FEATURES	INADEQUATE	UNDER-DEVELOPED	PARTIALLY-DEVELOPED	DEVELOPED	EXCEPTIONALLY-DEVELOPED
FOCUS	<ul style="list-style-type: none"> project lacks focus and is unacceptable 	<ul style="list-style-type: none"> project has a vague focus but does not specifically address assigned topic 	<ul style="list-style-type: none"> the project has a vague focus in that it appears the student attempted to do one of the specific topics 	<ul style="list-style-type: none"> the project has a basic focus in that the student has adequately met the specific requirements/directions. 	<ul style="list-style-type: none"> the project has a clear focus in that the student has exceeded the specific requirements/directions.
	3	8	12	17	20
SUPPORT	<ul style="list-style-type: none"> content is severely lacking, which makes the work unacceptable 	<ul style="list-style-type: none"> student uses little support/elaboration/detail so that mastery of skill is weak 	<ul style="list-style-type: none"> the project's content is present but is lacking in some way the student attempts to use support/elaboration/detail/so that some mastery of the desired skill(s) is present 	<ul style="list-style-type: none"> the project's content is developed in an acceptable way the student uses an adequate amount of support/elaboration/detail so that the mastery of desired skill(s) is noticeable 	<ul style="list-style-type: none"> the project's content is developed in an exceptional way support/elaboration is well-detailed and proves that skills have been mastered
	3	8	12	17	20
ORGANIZATION	<ul style="list-style-type: none"> project fails to meet any structural requirements as per directions 	<ul style="list-style-type: none"> the student's work has a questionable connection between final product and directions 	<ul style="list-style-type: none"> the project has a minimum amount of structure according to the requirements/directions appearance/language used is somewhat logical 	<ul style="list-style-type: none"> the student's project has an adequate structure when compared to the requirements/directions a majority of the student's final project is logical in appearance/language used 	<ul style="list-style-type: none"> the student's project has an exceptional structure when compared to the requirements/directions most, if not all, of the student's final project is logical in appearance/language used.
	3	8	12	17	20
STYLE/INTEGRATION	<ul style="list-style-type: none"> unoriginal, choppy writing project lacks style and creativity 	<ul style="list-style-type: none"> the project possesses little style or creativity so that the overall presentation is lacking 	<ul style="list-style-type: none"> student uses bland vocabulary and takes few stylistic risks so that the overall presentation is awkward 	<ul style="list-style-type: none"> the student uses adequate vocabulary the student frequently uses sentence variety the student frequently takes risks so that the overall quality yields a good product/presentation 	<ul style="list-style-type: none"> the student uses superior word choice and sentence variety* the student frequently takes risks so that the overall quality yields a superior (WOW!) product/presentation.
	3	8	12	17	20
CONVENTIONS (see reverse side for guidelines)	<ul style="list-style-type: none"> the amount of writing is insufficient to show that criteria were met 	<ul style="list-style-type: none"> four or more major errors numerous minor errors 	<ul style="list-style-type: none"> no more than three major errors numerous minor errors 	<ul style="list-style-type: none"> no more than two major errors few minor errors 	<ul style="list-style-type: none"> no more than one major error few and/or no minor errors
	3	8	12	17	20

*strong verbs, precise language, specific/concrete nouns

Major and Minor Conventional Errors

Please note: Even though a student may repeat the same error, the error counts as one major or minor error. For example, if a student's paper has six run-ons and one fragment, since those errors are in the same major grammatical category, the student's paper only contains one major error.

Major

Subject/verb agreement

Incorrect: Grammar and detail is good skills to have.
Correct: Grammar and detail are good skills to have.

Run-on/fragment

Incorrect: Correct grammar is an important skill. Because you want to make a good impression in the workplace speaking and writing well help you to do just that.
Correct: Correct grammar is an important skill because you want to make a good impression in the workplace. Speaking and writing will help you do just that.

Omitted words that interfere/incorrect usage

Incorrect: It is important not to words when writing a paper, or your meaning will be effected.
Correct: It is important not to omit words when writing a paper, or your meaning will be affected.

Incorrect pronoun reference

Incorrect: Everyone must hand in their work on time.
Correct: Everyone must hand in his/her work on time.

Confusing tense shifts

Incorrect: The last time I wrote a paper, I write it at the last minute.
Correct: The last time I wrote a paper, I wrote it at the last minute.

Misspelled common words

Incorrect: Students do not recieve grades; they earn them.
Correct: Students do not receive grades; they earn them.

Punctuation/ capitalization

initial capitals, proper nouns, ending punctuation, apostrophes

Minor

Incorrectly connecting clauses

Incorrect: Today is Monday, but tomorrow is Tuesday.
Correct: Today is Monday, and tomorrow is Tuesday.

Omitted words that do not interfere/incorrect homonym usage

Incorrect: They're to many students in the halls.
Correct: There are many students in the halls.

Spelling (unusual, less frequently used words)

Punctuation/capitalization

periods for abbreviations, commas in a series, commas in opening phrases or clauses