

SCHOOL: Riverside Intermediate - Innovation Academy	PROJECT TITLE: Ancient Civilizations and the Modern-Day Traveler
COURSE: 6th Grade PBL	PRODUCT/BENCHMARK: Argumentative Presentation

KNOWLEDGE AND THINKING (_____ / 9 Points Possible)

SCORING DOMAIN	EMERGING (1)	E/D	DEVELOPING (2)	D/P	PROFICIENT (3)	P/A	ADVANCED (4)
Argumentative Elements	<ul style="list-style-type: none"> *Provides an unclear claim and some and/or evidence but is disconnected *Supports claim with little evidence *Lacks credibility with resources *Attempts to use some argumentative words to show relationships between the claim and few reasons *Maintains an informal style *Concluding statement is present, but weak 		<ul style="list-style-type: none"> *Provides a somewhat clear claim and evidence. *Supports claim with some reasons and relevant evidence *Uses very few credible sources for research and evidence *Uses some argumentative words to show relationships between the claim and few reasons *Attempts to maintain a formal style, but lapses into informal style at times *Provides a weak concluding statement 		<ul style="list-style-type: none"> *Provides a claim and evidence clearly. *Supports claim with clear reasons and relevant evidence *Uses mostly credible sources for research and evidence *Uses argumentative words to show relationships between the claim and most reasons *Maintains a formal style throughout most of the writing *Provides a concluding statement, restating the claim 		<ul style="list-style-type: none"> *Provides a clear, and specific claim, and clearly organizes the reasons and evidence in a logical manner. *Supports claim with strong relevant evidence *Uses very credible sources for all research and evidence *Uses argumentative words to show relationships between the claim and all reasons *Maintains a formal style throughout all of the writing *Strong, impressive concluding statement
Cultural Aspects of Ancient Civilization	<ul style="list-style-type: none"> *Provides evidence of few major cultural elements. 		<ul style="list-style-type: none"> *Provides evidence of some major cultural elements. 		<ul style="list-style-type: none"> *Provides evidence of most major cultural elements; i.e., customs/traditions, religion, language, food, agriculture, economy 		<ul style="list-style-type: none"> *Provides evidence of all major cultural elements.
Geographical Aspects of Ancient Civilization	<ul style="list-style-type: none"> *Provides little evidence of physical geography and can locate ancient civilization on a map *Unable to communicate and locate in modern-day terms 		<ul style="list-style-type: none"> *Provides some evidence of physical geography and can locate ancient civilization on a map *Able to identify the geographical location in modern-day terms, but lacks explanation 		<ul style="list-style-type: none"> *Provides evidence of physical geography and can locate ancient civilization on a map *Able to explain the geographical location in modern-day terms 		<ul style="list-style-type: none"> *Provides evidence of physical geography and can locate ancient civilization on a map *Able to explain the geographical location in modern-day terms in

							relation to other countries and geographical sites
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WRITTEN COMMUNICATION (_____ / 6 Points Possible)

SCORING DOMAIN	EMERGING (1)	E/D	DEVELOPING (2)	D/P	PROFICIENT (3)	P/A	ADVANCED (4)
ORGANIZATION	Ideas are disorganized, impeding understanding Linking words are missing		Begins to organize ideas by applying a basic structure but does not follow through to the end Uses linking words awkwardly		Ideas are organized by applying a basic structure Uses linking words to connect ideas or sections of the text		Ideas are organized and most are sufficiently developed or logically sequenced Uses transitions to connect sections of the text
LANGUAGE USES AND CONVENTIONS	Has an accumulation of errors in grammar, usage, and mechanics that seriously interferes with meaning		Has some minor errors in grammar, usage, and mechanics that distract or interfere with meaning		Minor errors in grammar, usage, and mechanics do not interfere with the reader's ability to understand the writing		Is free from errors in grammar, usage, and mechanics

ORAL COMMUNICATION (_____ / 9 Points Possible)

SCORING DOMAIN	EMERGING (1)	E/D	DEVELOPING (2)	D/P	PROFICIENT (3)	P/A	ADVANCED (4)
Clarity	*Presents an unclear perspective *Line of reasoning is absent, unclear, or difficult to follow		*Presents a general perspective *Line of reasoning can be followed		*Presents a clear perspective *Line of reasoning is clear and easy to follow		*Presents a specific, very clear perspective *Line of reasoning is very clear, easy to follow, and shows consideration from many angles
Evidence	*Draws on facts, experiences, or research in a minimal way *Demonstrates limited understanding of the topic		*Draws on facts, experiences, and/or research inconsistently *Demonstrates an incomplete or uneven understanding of the topic		*Draws on facts, experiences, and research to support a perspective *Demonstrates an understanding of the topic		*Creatively draws and explains facts, experiences, and research to support a perspective *Demonstrates a deep understanding of the topic

Interaction with Audience	<ul style="list-style-type: none"> *Provides a vague response to questions *Demonstrates a minimal command of the facts or understanding of the topic 		<ul style="list-style-type: none"> *Provides an indirect or partial response to questions *Demonstrates a partial command of the facts or understanding of the topic 		<ul style="list-style-type: none"> *Usually provides a direct and mostly complete response to questions *Demonstrates an adequate command of facts and understanding of the topic 		<ul style="list-style-type: none"> *Always provides a direct and very complete response to questions *Demonstrates a strong command of facts and understanding of the topic
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COLLABORATION (_____ / 6 Points Possible)

SCORING DOMAIN	EMERGING (1)	E/D	DEVELOPING (2)	D/P	PROFICIENT (3)	P/A	ADVANCED (4)
Interpersonal Communication	<ul style="list-style-type: none"> *Distracts conversations by expressing ideas that are off topic *Shows little to no interest in the ideas of others *At times, addresses other with disrespectful language or tone *Monopolizes “air time” or frequently interrupts others 		<ul style="list-style-type: none"> *Sometimes has difficulty expressing ideas, but conversations are mostly relevant to the topic *Listens with partial interest to the ideas of others, but rarely provides feedback *Usually addresses others with respect, with minor lapses *Usually shares “air time” by allowing others to speak 		<ul style="list-style-type: none"> *Usually productive conversations by clearly expressing relevant ideas *Almost always listens with interest to the ideas of others providing feedback to signal understanding or agreement *Always addresses others with respect *Attempts to resolve conflict through productive discussion *Almost always shares “air time” and takes care not to interrupt others 		<ul style="list-style-type: none"> *Contributes to productive conversations by clearly expressing relevant ideas and asking clarifying questions *Always listens with interest to the ideas of others providing feedback to signal understanding or agreement *Always addresses others with respect and is sensitive to individual needs *Works to resolve conflict through productive discussion *Always shares “air time” and takes care not to interrupt others
Commitment to Shared Success	<ul style="list-style-type: none"> *Cannot describe what defines success for the team’s task *Impedes team progress by failing to complete individual tasks on time *Provides unhelpful, negative feedback 		<ul style="list-style-type: none"> *Can generally describe what defines success in the context of the team’s task *Mostly completes individual tasks on time, but needs reminding 		<ul style="list-style-type: none"> *Can almost always clearly and specifically describe what defines success in the context of the team’s task *Completes individual tasks on time, without reminding *Usually provides positive and constructive feedback to team members 		<ul style="list-style-type: none"> *Can clearly and specifically describe what defines success in the context of the team’s task *Always completes individual tasks on time, with high quality work *Always provides positive and constructive feedback to team members

							*Devotes time and effort to ensure team benchmarks and due dates are met
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AGENCY (_____ / 9 Points Possible)

SCORING DOMAIN	EMERGING (1)	E/D	DEVELOPING (2)	D/P	PROFICIENT (3)	P/A	ADVANCED (4)
Seek Challenge	*Does not take on academic challenge and risks to pursue learning *Rarely identifies the personal barriers that inhibit taking risks		*Every once in awhile, with strong encouragement, takes on academic challenge and risks to pursue learning *Often struggles to describe personal barriers that inhibit taking risks		*With encouragement, takes on academic challenge and risks to pursue learning *Describes some personal barriers that inhibit taking risks		*Seeks academic challenge and takes risks to pursue learning *Analyzes personal barriers that inhibit taking risks
Actively Participate	*Does not stay focused for the activity/discussion, team meeting, or independent time and cannot resist distraction or does not notice when or why a loss of focus		*Stays focused for part of activity/discussion, team meeting, or independent time, but does not notice when and why distractions happen		*Mostly stays focused for part of activity/discussion, team meeting, or independent time, and knows when and why disengagement or distraction happens		*Actively participates activity/discussion, team meeting, or independent time, and has strategies for staying focused and resisting most distraction
Build Relationships	*Does not build relationships with trusted adults or peers to get back on track as needed or to enhance learning		*Does not initiate building relationships, but has few trusted adults or peers to get back on track as needed or to enhance learning		*Builds relationships with some trusted adults and peers to get back on track as needed or to enhance learning		*Actively builds trusting relationships with adults and peers to enhance learning, and get back on track as needed