

**Social Justice Project - 2007-2008**  
**Focus on Community**  
**Individual Project Binder - Grading Rubric**

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 – Needs Improvement
<b>Introduction</b>  _____ / 4	The introduction is <b>engaging, extremely well-written</b> and clearly states the main ideas, goals, and objectives of the project. The introduction allows the project to <b>easily transition to</b> a recap of step-by-step group accomplishments.	The introduction is <b>well-written</b> and <b>clearly states</b> the main ideas, goals, and objectives of the virtues project. The introduction <b>promises</b> a recap of step-by-step accomplishments.	The introduction <b>states</b> the main ideas, goals, and objectives of the virtues project.	There is <b>no clear introduction</b> to the main ideas, the project, or structure of the project.
<b>Support / Relevance</b>  _____ / 4	<b>Relevant, significant</b> and <b>accurate</b> details, presented in a <b>logical</b> and <b>highly-organized</b> manner, explain the project, document the group's accomplishments and present important information that goes <b>beyond the obvious or predictable</b> .	<b>Relevant</b> and <b>accurate</b> details, presented in an <b>organized</b> manner, explain the project, document the group's accomplishments and present important information which <b>addresses all key issues</b> .	Supporting details and information are <b>relevant and accurate, but one or more of the key issues or accomplishments</b> remain undocumented.	Supporting details and information are <b>may be unclear or not related to a complete</b> explanation of the project or the accomplishments of the group.
<b>Sources / Documentation/ Analysis</b>  _____ / 4	The student has <b>correctly documented all sources</b> , primary and secondary, <b>according to MLA guidelines</b> in an annotated bibliography.	The student has <b>documented all sources</b> , primary and secondary. <b>Minor errors</b> in MLA format <b>do not significantly detract</b> from the annotated bibliography.	The student has <b>documented all sources</b> , primary and secondary. <b>Errors</b> in MLA format <b>do detract</b> from the annotated bibliography.	The student has <b>documented all sources</b> , primary and secondary. <b>Numerous errors</b> in MLA format <b>significantly detract from the bibliography</b> .  * Note failure to document is plagiarism.

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<b>Structure / Organization</b>  _____ / 4	Binder is <b>extremely</b> well-organized. The binder <b>flows smoothly</b> from one distinct entry to the next; separations are effective, yet not distracting. An <b>accurate and detailed table of contents</b> has been provided to <b>guide</b> the reader through the work.	Binder is <b>well-organized</b> . <b>Distinct entries</b> are <b>clearly separated</b> . An accurate <b>table of contents</b> has been provided to <b>guide</b> the reader through the work.	Binder is <b>organized</b> . <b>Entries</b> are separated. An accurate <b>table of contents</b> has been provided.	Binder <b>lacks organization</b> . The transitions between ideas and entries are <b>unclear or nonexistent</b> . The work is <b>difficult to follow</b> .
<b>Word Choice/ Voice</b>  _____ / 4	Writer uses <b>vivid</b> words and phrases that <b>linger or draw pictures</b> in the reader's mind, and the choice and placement of the words seems <b>accurate, natural and not forced</b> .	Writer uses <b>vivid</b> words and phrases that <b>linger or draw pictures</b> in the reader's mind, <b>but occasionally</b> the words are used <b>inaccurately</b> or seem <b>overdone</b> .	Writer uses words that <b>communicate clearly</b> , but the writing <b>lacks variety, punch or flair</b> .	Writer uses a <b>limited vocabulary</b> that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
<b>Mechanics</b>  _____ / 4	There are <b>no mechanical errors</b> in the work. Grammar, spelling, punctuation, and usage are <b>perfect</b> .	There are <b>few mechanical errors</b> in the work. Grammar, spelling, punctuation, and usage are <b>very good</b> .	There are <b>some mechanical errors</b> in the work. Grammar, spelling, punctuation, and usage <b>need some work</b> .	There are <b>many mechanical errors</b> in the work. Grammar, spelling, punctuation, and usage <b>need a lot of work</b> .
<b>Conclusion</b>  _____ / 4	The conclusion is <b>effective and comprehensive</b> , <b>clearly</b> stating the overall outcome of the project.	The conclusion is <b>sound and ties up most of the loose ends</b> .	The conclusion is <b>recognizable</b> .	There is <b>no clear conclusion</b> .

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<p><b>Format</b></p> <p>_____ / 4</p>	<p>The student has followed <b>all directions</b>. The project binder includes: Cover Page, detailed Table of Contents, Introduction, 7 Month by Month or Activity by Activity sections, 7 Monthly Contribution Statements, Final Draft Biography Project, Final Draft Research Project, Final Draft Annotated Bibliography, and a detailed Conclusion with a Summary Table. The work is typed and double-spaced using 12 pt. TNR Font, and 1" margins.</p>	<p>The student has followed <b>most directions</b>. The project binder includes all required elements, but a few of the elements may not be as detailed as they should have been or may be out of order. The work is typed and double-spaced using 12 pt. TNR Font, and 1" margins.</p>	<p>The student has followed <b>some directions</b>. The project binder <b>includes all required elements</b>, but the format may be confusing or hard to follow. One or two elements may not be in the appropriate format. The work is typed and double-spaced using 12 pt. TNR Font, and 1" margins.</p>	<p>The student has <b>neglected</b> to follow directions. The binder is obviously incomplete or much of the work is presented in an <b>unacceptable format</b>.</p>
<p><b>Individual Contribution</b></p> <p>_____ / 4</p>	<p>The binder shows that this individual was <b>serious</b> about his or her <b>commitment</b> to this project. A <b>significant individual contribution</b> can be seen through the work presented in the student binder.</p>	<p>The binder shows that this individual definitely <b>fulfilled</b> his or her <b>commitment</b> to this project. A <b>notable individual contribution</b> can be seen through the work presented in the student binder.</p>	<p>The binder shows that this individual <b>made a commitment</b> to this project. A satisfactory individual <b>contribution</b> can be seen through the work presented in the student binder.</p>	<p>The student has <b>significantly neglected to follow directions</b>. The individual level of commitment to this project is difficult to see based on the binder presented.</p>

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**Points Possible: 36**

<b>Points awarded</b>	<b>Grade % (A)</b>	<b>Points awarded</b>	<b>Grade % (B)</b>
36	100	30	93
35	98	29	92
34	97	28	91
33	96	27	90
32	95	26	88
31	94	25	88
		24	86
		23	85
<b>Points awarded</b>	<b>Grade % (C)</b>	<b>Points awarded</b>	<b>Grade % (D)</b>
22	84	14	75
21	83	13	74
20	82	12	73
19	81	11	72
18	80	10	71
17	78	9	70
16	77		
15	76		
<b>Less than 9 points</b>	69 (F)		
<b>No project submitted</b>	0		
<b>** The project binder will count as a test grade in language arts.</b>			