

Traffic Flow Project Rubric

Data Collection & Graphs-25%

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<ul style="list-style-type: none"> -data is incomplete and unorganized. -graphs are incomplete. -little evidence of understanding of data collection and graphing is shown. 	<ul style="list-style-type: none"> -data is complete but not completed on time. -data includes a title. -not all graphs have been completed. -submitted graphs include title and axis labels. 	<ul style="list-style-type: none"> -student data is complete in a timely manner. -data includes a title -data organization needs clarification. -graphs are complete, but labels are missing. 	<ul style="list-style-type: none"> -student data is complete in a timely manner with organization and clarity. -data includes a title, and percentages. -graphs are complete and accurate. -graphs include title and axis labels.

Subject Knowledge-25%

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<ul style="list-style-type: none"> -students have not considered the discussion questions. -students have put no thought into the questions. -students show no understanding of the connections between graphing and life situations. 	<ul style="list-style-type: none"> -students have considered only a few of the guided discussion questions. -students have put little thought into the questions. -students show little understanding of the connections between graphing and life situations. 	<ul style="list-style-type: none"> -students have based presentation around the guided discussion questions. -students have put some thought into the questions. -students show an understanding of making connections between graphing and life situations. 	<ul style="list-style-type: none"> -students have based presentation around the six guided discussion questions. -students have put authentic thought into the questions. -students show a clear understanding of making connections between graphing and life situations.

Creativity-25%

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<ul style="list-style-type: none"> -student uses unnecessary graphics or no graphics. -limited creative thought. 	<ul style="list-style-type: none"> -students occasionally use graphics that rarely support discussion and presentation. -creativity was safe. 	<ul style="list-style-type: none"> -students graphics relate to discussions and presentation. -interesting concept. -creativity is abundant. 	<ul style="list-style-type: none"> -out of the box thinking. -graphics explain and reinforce ideas. -went the extra step.

Presentation-25%

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<ul style="list-style-type: none"> -content of presentation is not relatable to data. -oral presentation was not strong. -group members did not contribute. -presentation skills were not evident. 	<ul style="list-style-type: none"> -content of presentation is not relatable to data. -oral presentation was impromptu. -group members did not participate evenly. -presentation skills were not evident. 	<ul style="list-style-type: none"> -content of presentation relates somewhat to the data. -oral presentation was seemingly rehearsed. -each group member contributed. -presentation skills were present. 	<ul style="list-style-type: none"> -content of presentation relates to data. -oral presentation was well rehearsed. -each group member contributed greatly. -presentation skills were evident (eye contact, interactive with audience).