Project Evaluation

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| --- | --- | --- | --- | --- |
|  | 4 - Excellent | 3 - Good | 2 - Fair | 1 – Needs Improvement |
| Organization | The project shows specific details and is easy to follow. The road trip is coherent and flows well. | The project shows most specific details and can be followed. The road trip is coherent and flows well with a few gaps. | The project only has a few details and is difficult to follow. The trip is not coherent and has gaps in the flow. | The project has no details and cannot be followed. The trip is not coherent and has no flow. |
| Content | The road trip is explained well and outlined with details. You can follow it from beginning to end. | The road trip is explained well. Many details are present, but there are a few missing pieces. | Most of the road trip is explained, however there are gaps in miles and it is difficult to follow. | The road trip is not explained and is difficult to follow. |
| Mathematics | All work is shown and clear with no errors.  | All work is shown and clear with 1-2 errors.  | Work is not clear OR 3-4 errors made. | Work is missing OR more than 4 errors made. |
| Time Management | All group members contributed each day. Project was submitted on time. | All group members contributed each day with 1-2 prompts. Project was submitted on time. | All group members contributed each day with more than 2 prompts OR Project was 1 day late. | All group members did not contribute consistently OR project was more than 1 day late. |
| Presentation | Students elaborated rather than read presentation.Appropriate citations were used.  | Students elaborated on most of presentation, but read some.Appropriate citations were used. | Students read most of presentation, but elaborated a little.Resources cited. | Students read presentation, with no elaboration.Citations missing. |
| Persuasive | Evidence proving lots of pre-thinking, and pre-planning with costs and stops.Reason why going on the trip. | Some evidence showing pre-planning with costs and stops.Reason why going on the trip. | Little evidence showing pre-planning.No reason why going on the trip. | No evidence of pre-planning, or thoughts on costs and stops.No reason as to why going on the trip. |

Self Evaluation

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| 4 - Excellent | 3 - Good | 2 - Fair | 1 – Needs Improvement |
| I stayed on task the entire class period, without any reminders | I needed a couple reminders to stay on task throughout the class period | I needed many reminders to stay on task throughout the class period | I was not on task for the majority of the class period |
| I redirected my group promptly if they started getting off task | I redirected my groups in after they were off task | I did not do much if my group started to get off task | I helped to get my group off task |
| I participated actively with my group, contributing equally with the other member of my group | I participated actively in my group, but let other members of my group contributed a little more than me | I participated with my group, but let other members of my group contributed a lot more than me | I did not participated with my group  |
| I listened to each group members opinion and responded both respectfully and thoughtfully  | I listed to each group members opinion but did not always respond respectfully and thoughtfully | I listened to each group members opinion but did not respond | I did not listen to each group members response |

Peer Evaluation

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| 4 - Excellent | 3 - Good | 2 - Fair | 1 – Needs Improvement |
| My group stayed on task the entire class period, without any reminders | My group needed a couple reminders to stay on task throughout the class period | My group needed many reminders to stay on task throughout the class period | My group was not on task for the majority of the class period |
| All members of my group participated actively within discussion contributing equally  | Most of members of my group contributed equally to discussion. | Some members of my group contributed equally to discussion | 1 or 2 members of my group participated equally in discussions.  |
| Each group member listened to others opinions and responded both respectfully and thoughtfully  | Most members listened to group members opinion and responded both respectfully and thoughtfully | Some members listened to each group members opinion and responded both respectfully and thoughtfully | Most members did not listen to each group member and responded both respectfully and thoughtfully |