Describing general levels of performance

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
|  | Expert | Proficient | Apprentice | Novice | Not Yet | Score |
| Work Quality  (Is the product organized, well designed, and sound?) | The product is clear and concise. The content is effectively communicated to others, and they are engaged. | The product is well organized and interesting. The content is communicated to others. | The product is acceptable. The learner communicates the content to others with moderate success. | The product is minimally acceptable. The content is not very well communicated. | The product is not acceptable or missing. |  |
| Method  (Does the work show that the learner is thoughtful and thorough?) | The investigation is well carried out and well researched. There is evidence of a great deal of thought on the part of the learner. | The learner does a good job of carrying out and conducting the investigation. There is evidence of a good deal of thought on the part of the learner. | The learner carries out the investigation in an acceptable manner. There is some evidence of thought on the part of the learner. | The learner carries out the investigation in a minimally acceptable manner. There is little evidence of thought on the part of the learner. | The investigation is fragmented and not coherently arranged. |  |
| Valid Content  (Is the work correct and focused?) | The learner shows excellent evidence that the work is completely correct and very well focused. | The learner shows good evidence that the work is correct and well focused. | Most of the work is correct and focused most of the time. | Some of the work is correct, and some is not. It is not well focused. | The work is missing, incorrect, or does not meet the assigned requirements. |  |
|  |  |  |  |  | Total |  |