

How is Your Community Adapting for Electric Vehicles?

Re-Energy
Marking Rubric
Grade Level 7-12



Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding of Content	<ul style="list-style-type: none"> The learner shows limited understanding of content 	<ul style="list-style-type: none"> The learner shows some understanding of content 	<ul style="list-style-type: none"> The learner shows good understanding of content 	<ul style="list-style-type: none"> The learner shows insightful understanding of content
Identify Sources of Information	<ul style="list-style-type: none"> Uses only typical sources of information (website, book, article) Does not offer new ideas 	<ul style="list-style-type: none"> Finds 1 or 2 sources of information that are not typical Offers new ideas activity, but stays within narrow perspectives 	<ul style="list-style-type: none"> In addition to typical sources, finds 1 or 2 sources of information that are not typical Promotes alternative perspectives during discussions 	<ul style="list-style-type: none"> In addition to typical sources, finds unusual ways or places to get information (adult, expert, community member, business or organization, literature) Promotes divergent and creative perspectives during discussion
Gather & Evaluate Information	<ul style="list-style-type: none"> Is unable to integrate information to address the Driving Question. Information gathered too little, too much, or irrelevant, or from too few sources Accepts information at face value (does not evaluate its quality) 	<ul style="list-style-type: none"> Attempts to integrate information to address the Driving Question Information may be too little, too much, or gathered from too few sources; some of it may not be relevant. Understands that quality of information should be considered, but does not do so thoroughly 	<ul style="list-style-type: none"> Integrates relevant and sufficient information to address the Driving Question Information gathered from multiple sources Assesses the quality of information (considered usefulness, accuracy, and credibility) 	<ul style="list-style-type: none"> Integrates relevant and sufficient information to address the Driving Question Information gathered from multiple and varied sources Thoroughly assesses the quality of information (considered usefulness, accuracy, and credibility; distinguishes fact vs opinion; recognizes bias)

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Thinking and Inquiry Use of problem-solving skills & creative/critical thinking processes	<ul style="list-style-type: none"> Accepts arguments for possible answers to the Driving Question without questioning whether reasoning is valid 	<ul style="list-style-type: none"> Recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question 	<ul style="list-style-type: none"> Evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid, and evidence is relevant and sufficient 	<ul style="list-style-type: none"> Evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid, and evidence is relevant and sufficient
Communication Use of vocabulary, terminology, organization & conventions	<ul style="list-style-type: none"> Able to use conventions, vocabulary, and terminology related to topic. Information is not organized 	<ul style="list-style-type: none"> Able to use conventions, vocabulary, and terminology related to topic Information has some organization 	<ul style="list-style-type: none"> Able to use conventions, vocabulary, and terminology related to topic Information is clearly organized 	<ul style="list-style-type: none"> Able to use conventions, vocabulary, and terminology related to topic Information is effectively organized
Communicate ideas orally and written	<ul style="list-style-type: none"> Able to represent their thinking orally and on paper (illustrations and/or text) with limited effectiveness Presents ideas and products in typical ways (text heavy PowerPoint slides, recitation of notes, no interactive features) 	<ul style="list-style-type: none"> Able to represent their thinking orally and on paper (illustrations and/or text) with some effectiveness Adds some interesting touches to presentation media Attempts to include elements in presentation that make it livelier and engaging 	<ul style="list-style-type: none"> Able to represent their thinking orally and on paper (illustrations and/or text) with considerable effectiveness Adds multiple interesting touches to presentation media Includes elements in presentation that make it livelier and engaging 	<ul style="list-style-type: none"> Able to represent their thinking orally and on paper (illustrations and/or text) with a high degree of effectiveness Creates visually exciting presentation media Includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience
Application Making Connections	<ul style="list-style-type: none"> The learner makes limited number of connections between the project and the world outside the school. 	<ul style="list-style-type: none"> The learner makes some connections between project and the world outside the school 	<ul style="list-style-type: none"> The learner makes a variety of connections between project and the world outside the school 	<ul style="list-style-type: none"> The learner makes a wide variety of connections between project work and the world outside the school
Comments				