Senior Project Proposal Rubric

NOTE: This rubric will be used to calculate an assessment grade for your Civics/Senior Project course. Although different weights are given for "Conventions" and "Content", you must achieve proficiency in BOTH categories before your Senior Project Proposal will be acceptable for your Senior Project Portfolio.

NOTE 2: A grade of "proficient" or better on your Senior Project Proposal <u>does not guarantee that your project will be approved</u>. As set forth in your Senior Project Manual, <u>the decision to approve a project is made by the Senior Project Review Board</u>.

Exceeds	Achieves	Apprentice – Requires Revisions	Novice – Requires Revisions	Unacceptable
Conventions				
 Writer's voice is consistently evident. Writer consistently uses formal, concise language. Sentence structure is polished. Mechanical and typographical errors are rare. 	 Writer's voice is frequently evident. Writer frequently uses formal, concise language. Sentence structure is usually polished. Few mechanical and typographical errors are present; none distract readers from the writer's ideas. 	 Writer's voice is <i>infrequently</i> evident. Writer <i>infrequently</i> uses formal, concise language. Sentence structure is <i>sometimes</i> polished. Mechanical and typographical errors are <i>occasional</i> and/or are <i>sometimes</i> intrusive. 	 Writer's voice is absent. Writer fails to use formal, concise language. Sentences are not polished. Mechanical and typographical errors are frequent and intrusive. Little evidence of editing is present. 	Comments:
Content				
 Personal information enhances the reader's understanding of the proposal. Effectively articulates clear and concise information about the topic. Learning stretch is effectively identified and discussed. Mentor is identified and qualifications are effectively discussed. Fieldwork and product are effectively described. Time and cost analysis are effectively discussed. 	 Personal information assists the reader's understanding of the proposal. Articulates clear and concise information about the topic. Learning stretch is clearly identified and discussed. Mentor is identified and qualifications are clear. Fieldwork and product are clearly described. Time and cost analysis are clearly discussed. Proposal is signed and dated. 	 Personal information does not assist the reader's understanding of the proposal. Does not articulate <i>clear</i> and <i>concise</i> information about the topic. Learning stretch is <i>unclearly</i> identified and discussed. Mentor is identified but qualifications are <i>unclear</i>. <u>Either</u> fieldwork or product is <i>unclearly</i> described. <u>Either</u> time or cost analysis is <i>unclearly</i> discussed. 	 Does not articulate clear or concise information about the topic. Learning stretch is neither clearly identified nor discussed. Mentor is identified but no qualifications are given. Neither fieldwork nor product are clearly described. Neither time nor cost analysis are clearly discussed. 	Letter does not include the following: project topic learning stretch mentor fieldwork product time estimate cost analysis conclusion signature and date

Conventions and Style = ____ Content = ____ Final Grade = ____