

PBL Module Grading Rubric

Teacher Name:

Student Name:

| CATEGORY | Master=4 points | Apprentice=3 points | Novice=2 points | Untrained=1 point | Score |
|----------------------------|---|---|---|---|-------|
| Collaboration and Teamwork | The group worked well together with all members contributing significant amounts of quality work. All group members participated in discussion and actively listened to others. | The group generally worked well together with all members contributing some quality work. All group members participated in discussion and actively listened to others. | The group worked fairly well together with all members contributing some work. Most group members participated in discussion and actively listened to others. | The mural appeared to be the work of only 1-2 students in the group AND/OR there was little discussion, working together or active listening. | |
| Time and Effort | Class time was used wisely. Much time and effort went into the planning and creation of the mural. It is clear the students worked at home as well as at school. | Class time was used wisely, but it did not appear there was much work done outside of class. | Class time was not always used wisely, but additional work was done at home or other times during the day. | Class time was not used wisely and no additional effort was put in at other times or places. | |

| | | | | | |
|-------------------------|---|--|---|---|--|
| Planning / Organization | Student can describe the intent and plan of complete mural and how his/her part will contribute to the whole. Works with team to come up with general plan of what will be done before beginning. | Student has carefully planned his/her part of the mural and can describe how s/he will get the work done and has a vision for his/her part. Gets team input on plan for his/her contribution before beginning. | Student has planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Does not solicit much group input when making plan. | Leaps into action without any evidence of planning or focus. | |
| Thematic Accuracy | The student's portion of the mural fits the theme of the assignment and all of the team's items are accurately placed on the background. Example: Student has drawn a dwarf palm and has placed it in the understory layer in a rainforest mural. | The student's portion of the mural fits the theme of the assignment and most of the team's items are accurately placed on the background. | The student's portion of the mural fits the theme of the assignment. | The student's portion of the mural does not fit the theme of the assignment. | |
| Craftsmanship | The team's portion of the project has been crafted with great care. The end result is beautifully crafted and worthy of public demonstration. | The team's portion of the project has been crafted with some care. Most design elements are present, but could use a bit more attention to the final details. | The team's portion of the project has been completed, but it appears a little messy. Issues are definitely apparent and look like they were rushed. | The team's portion of the project looks hastily thrown together or like it was created as a last-minute thought. Poor quality throughout. | |
| Total Score | | | | | |

| | |
|-------|--|
| Notes | |
|-------|--|