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| **Visual Portion** | 5Students have presented their information in a clearly organized manner. The project is visually appealing and easy to follow. The audience can clearly see that the students invested time and thought into their project.  | 4Students have presented their information in an organized manner. The project is easy for the audience to follow as well as engaging. Time and thought went into the project.  | 3Students have presented their information in a somewhat organized manner. The project is easy for the audience to follow. Some time and thought went into the project.  | 2Information is on the project but not in an organized fashion. The project is not engaging and is difficult to follow. Some thought and time went into the project.   | 1Information is not represented on the project. The project is not appealing and difficult to follow. No time or thought was put into the project.  |
| **Written** | 5Students collaborated together to make a complete research based paper. The paper is clear. Research is based on reliable sources. Sources are correctly listed on a resource page. The paper is engaging and informative. The paper connects the item or person from Rome to the modern world.  | 4Students collaborated together to make a research based paper. The paper is clear. Research is based on reliable sources. Sources are correctly listed on a resource page. The paper is somewhat informative and engaging. The paper connects the item or person from Rome to the modern world.  | 3Students collaborated together to make a research based paper. Research is based on questionable sources. Sources are listed on a resource page. The paper is somewhat informative and engaging. The paper attempts to make a connection between the item or person from Rome to the modern world.  | 2Students did not collaborate together. Students produced a paper that is mainly based on research. Research is based on questionable sources or no sources at all. Sources are not listed on a resource page. The paper is unclear, and is not informative or engaging. The paper attempts to make a connection between the item or person from Rome to the modern world. | 1Students did not collaborate together. Students did not base their paper on research. The paper is not informative or engaging. The paper does not make a connection between the item or person from Rome to the modern world.  |
| **Presentation** | 5Students work together to present the information. All group members have clearly put equal effort into the project and have become masters of their subject. The audience is engaged and is able to follow the presentation easily. The audience is entertained as well as informed. Students are able to confidently answer questions (correctly).  | 4Students work together to present the information. All group members have put effort into the project and are knowledgeable on the subject. The audience is engaged and able to follow the presentation. Students are able to answer questions correctly.  | 3Students present the information together. Most of the group members have put effort into the project. Most of the students are knowledgeable on the subject. The audience is somewhat engaged and able to follow the presentation. Students are able to answer most questions correctly.  | 2Students are not able to present the information together in an organized way. Only one or two of the students seem to have put any effort into the project. Only a few students are knowledgeable on the subject.  | 1Only one or two students are presenting. Only one or no students seem to have put any effort into the project. The audience was not engaged or able to follow the presentation.  |
| **Vocabulary** | 5Student’s demonstrated knowledge and a clear understanding of all content vocabulary used. More than two content specific vocabulary words were used. New content vocabulary was used correctly and defined for the rest of the class within the presentation/project.  | 4Students demonstrated some knowledge and understanding of all content vocabulary used. More than one content specific vocabulary word was used. New content vocabulary was used correctly but was not defined for the rest of the class.  | 3Students used one or two content specific vocabulary, but failed to prove a clear understanding/knowledge of the vocabulary. (Slightly misused/misunderstood). Students attempted to introduce new content vocabulary words through their projects but failed to understand the words correctly.  | 2Students used content specific vocabulary words but failed to use them correctly. Students did not introduce any new content specific vocabulary words.  | 1Students did not use any content specific vocabulary words.  |
| Recreation | 5All students clearly put effort and thought into the recreation. The recreation clearly relates to the subject matter.  | 4All students put effort and thought into the recreation. The recreation relates to the subject matter.  | 3Students put some thought into the recreation. The recreation relates somewhat to the subject matter.  | 2The recreation was thrown together last minute. The recreation is barely related to the subject matter.  | 1The recreation was thrown together last minute. The recreation has nothing to do with the subject matter.  |
| Feedback for other teams  | 5Student gave feedback on all group projects. Feedback was respectful, thoughtful, and helpful.  | 4Student gave feedback on all group projects. Feedback was, for the most part, respectful, thoughtful, and helpful.  | 3Student gave feedback on most of the group projects. Feedback was brief and vague.  | 2Student gave feedback on only a few group projects. Feedback was lacking and was brief or vague.  | 1Student did not give any feedback on group projects. OR Student gave inappropriate feedback that was rude, disrespectful, or distasteful.  |

 Total: \_\_\_\_\_\_\_\_/30