The following rubric will be used to evaluate each question in Parts 1-4: Communication, Wedding Details, Collaborative Journal, and Survey. The points will be totaled and multiplied by 5 in each section.

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| **Extended Response Scoring** Extended response answers can be scored. This is a general, analytic rubric.  |
|  | **Unsatisfactory****0-2 pts**  | **Minimal****3 pts**  | **Proficient****4 pts**  | **Exemplary****5 pts**  |  |
| **Part I: Communication- Q's 1-19** The student is able to demonstrate content (factual) knowledge and understanding of material addressed in question.  | **Unsatisfactory** The student shows no understanding of the presented issue(s) by (1) not addressing or incorrectly addressing the relevant content, (2) not identifying or addressing a key concept or main idea, (3) providing irrelevant or inaccurate unsubstantiated examples and (3) incorrectly using terminology.  | **Minimal** The student shows marginal or poor understanding of the presented issue(s) by (1) barely touching on the relevant content, (2) poorly or incorrectly identifying and addressing a key concept or main idea, (3) not substantiating points with relevant or accurate examples, and (4) incorrectly or not using terminology.  | **Proficient** The student shows understanding of the presented issue(s) by correctly (1) addressing the most critical content, (2) identifying and addressing some of the key concepts or main ideas, (3) substantiating some points with accurate examples, and (4) using some correct terminology.  | **Exemplary** The student shows exemplary understanding of the presented issue(s) by thoroughly and correctly (1) addressing the relevant content, (2)identifying and addressing the key concepts or main ideas, (3) substantiating points with several accurate examples and (4) extensively using correct terminology.  |  |
| **Part II: Wedding Questions** The student is able to maximize communication with their partner.  | **Unsatisfactory** Unable to write well enough for scorer to understand answer. Disjointed and incomprehensible thoughts and clauses. No organization. A plethora of spelling, punctuation or mechanics errors. Illegible.  | **Minimal** Ideas are fragmented, wondering and repetitive, so that it is hard to understand text. Poor or weak ability to express thoughts. Reader must infer intent. Material is poorly organized. Many spelling, punctuation or mechanics errors. It is effortful to read hand writing.  | **Proficient** Student is mostly clear, concise and and only addresses the assigned task so that the content is understandable. Material is fairly well organized. Some spelling, punctuation or mechanics errors. Writing is mostly legible.  | **Exemplary** Ideas are sequenced and logical so that the content is easy to understand. Student is clear, concise and only addresses the assigned task. Material is well organized. Few or no spelling, punctuation or mechanics errors. Writes legibly.  |  |
| **Part III: Collaborative Journal** The student is able to reason with the given task situation.  | **Unsatisfactory** The student does not reason with the assigned materials.  | **Minimal** Although making an attempt, the student:(1) poorly synthesizes material, (2) makes inappropriate connections to other topics, (3) presents a weak solution to the problem, (4) does not use relevant diagrams or charts, (5) presents an incorrect evaluation of a situation or (6) does not address the relationship between content specific knowledge.  | **Proficient** The student can:(1) synthesize material, (2) make appropriate connections to other topics, (3) provides a possible solution to the problem, (4) choose and use relevant diagrams or charts, (5) present a correct evaluation of a situation and/or (6) address the relationship between content specific knowledge.  | **Exemplary** The student expertly:(1) synthesizes material, (2) makes several connections between relevant topics, (3) optimally solves the problem with rationale(s), (4) chooses, creates and uses relevant diagrams or charts, (5) presents an insightful and thorough evaluation of a situation and/or(6) integrates content specific knowledge.  |  |
| **Part IV: Survey** The student accurately and honestly answers the survey in the future tense.  | **Unsatisfactory** The student shows no understanding of the presented issue(s) by (1) not addressing or incorrectly addressing the relevant content, (2) not identifying or addressing a key concept or main idea. | **Minimal** The student shows marginal or poor understanding of the presented issue(s) by (1) barely touching on the relevant content, (2) poorly or incorrectly identifying and addressing a key concept or main idea. | **Proficient** The student shows understanding of the presented issue(s) by correctly (1) addressing the most critical content, (2) identifying and addressing some of the key concepts or main ideas. | **Exemplary** The student shows exemplary understanding of the presented issue(s) by thoroughly and correctly (1) addressing the relevant content, (2) identifying and addressing the key concepts or main ideas. |  |

**Marriage Project Evaluation**

**Name of Student: ­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block:\_\_\_\_\_\_\_\_\_**

**Criteria: Project Objectives**

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|  **Marriage Project: Written/Class Days** | **Possible Points** | **Teacher Assessment** |
| Developed a well-researched plan throughout class workdays. (5 pts/day throughout project.) | **45** |  |
| Part I. Communication Questions 1-19 | **95** |  |
| Part II. Evaluation of Questions 1-8. | **40** |  |
| Part III. Evaluation of detailed collaborative journal. | **100** |  |
| Part IV. Survey | **20** |  |
| **Possible Points** | **300** |  |

**Teacher Use Only**

**Checklist: Project clarity**

□ Submitted on time

□ Submitted: binder, PPT, scrapbook, webpage, document (electronic)

□ Questions 1-19

□ Questions 1-8

□ Journal

□ Scriptural Planner

□ Flower Planner

□ Photography Planner

□ Music Planner

□ Marriage Contract

□ Wedding Budgets

□ Living Budgets

**Comments: (if necessary)**

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