Project Rubrics

Unit 1 — Creating an Infographic

Name _____

Grammar: Present Simple (+, –, ?); Adverbs of Frequency; Prepositions of Time; The Time; *Must / Mustn't*
Vocabulary: School Subjects, School Supplies

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion ____/5	presents original, well-organised content in a clear way using appropriate visual supports	presents relevant content with some visual support; minor details may be omitted; organisation may be unclear	information is incomplete; omitted or incorrect visual supports; no organisation
Target Language ____/5	uses target grammar and vocabulary fluently and correctly to present the infographic; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with occasional errors that interfere with communication; may have minor spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication; frequent spelling, capitalisation or punctuation errors
Total Points ____/10	Comments:		

Unit 2 — Researching and Writing about a Dream Job

Name _____

Grammar: Present Continuous, Prepositions of Place
Vocabulary: Jobs, Workplaces

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion ____/5	describes the perfect job with five clear and well-developed sections; provides appropriate visuals in the poster	describes the perfect job including information from the five sections; may omit information at times or develop topics unevenly; adequate visual supports for most information	information is incomplete; omitted or incorrect visual supports; poor organisation makes the information difficult to follow
Target Language ____/5	uses target grammar and vocabulary correctly to describe the perfect job; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with occasional errors that interfere with communication; may have minor spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication; frequent spelling, capitalisation or punctuation errors
Total Points ____/10	Comments:		

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Unit 3 **Designing a Notice Board**   Name _____

Grammar: Comparatives and Superlative Adjectives
Vocabulary: Clothes

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion ___/5	presents useful, original content in a clear way using attractive visual supports	presents relevant content with some visual support; may lack detail	information is copied verbatim or incomplete; omitted or incorrect visual supports
Target Language ___/5	uses target grammar and vocabulary fluently and correctly to present the money-saving tips; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with occasional errors that interfere with communication; may have minor spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication; frequent spelling, capitalisation or punctuation errors
Total Points ___/10	Comments:		

Unit 4 **Creating a Short Video to Promote a Green Attitude**   Name _____

Grammar: Countable and Uncountable Nouns, Quantifiers, *How much*, *How many*
Vocabulary: Food

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion ___/5	works with group members to create a two minute video with relevant tips on one of the suggested topics; prepares a script and uses appropriate visuals	helps in the creation of a script and video; topics may be mixed; information is limited to one or two tips; most visual supports are appropriate	information is off topic or incomplete; omitted or incorrect visual supports
Target Language ___/5	uses target grammar and vocabulary fluently and correctly in the video	uses target grammar and vocabulary with occasional errors that interfere with communication	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points ___/10	Comments:		

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Unit 5 — Conducting a Survey and Designing a Survey Report

Name _____

Grammar: Verb *be*: *was, were*; *There was* / *There were*; Short Answers
Vocabulary: Pastimes

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion ____/5	conducts interviews with classmates and / or other students; works with group members to calculate percentages and make pie charts; produces a clear and detailed survey report	participates with group members to interview and create the survey report; some information may be unclear; the report may be short	information is invented or incomplete; no organisation
Target Language ____/5	uses target grammar and vocabulary fluently and correctly to describe and present the survey results; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with occasional errors that interfere with communication; may have minor spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication; frequent spelling, capitalisation or punctuation errors
Total Points ____/10	Comments:		

Unit 6 — Making a Timeline

Name _____

Grammar: Past Simple, Irregular and Regular Verbs
Vocabulary: Film and Book Genres, Adjectives, Irregular Verbs

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion ____/5	creates a detailed timeline with important events and years; includes appropriate visual supports and / or mementos	creates a timeline with important events and years; may omit some details or include irrelevant information at times; provides at least one visual support	information is very unclear or incomplete; omitted or incorrect visual supports
Target Language ____/5	uses target grammar and vocabulary fluently and correctly to present the timeline; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with minor hesitation and occasional errors; few spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points ____/10	Comments:		

Project Rubrics

Unit 7   Making a Poster

Name _____

Grammar: Future Simple: *will* / *won't*; Future: *going to*; Short Answers; *Should* / *Shouldn't*
Vocabulary: Weather

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion ___/5	summarises two suggestions in two original posters; the messages are concise and relevant; uses a clear, suitable design for each topic	creates two posters on the topics of the suggestions; may have difficulty creating a concise expression; the design is suitable for the topic	information is off topic or incomplete; omitted or incorrect visual supports
Target Language ___/5	uses target grammar and vocabulary correctly to present the information; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with occasional errors that interfere with communication; may have minor spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication; frequent spelling, capitalisation or punctuation errors
Total Points ___/10	Comments:		

Unit 8   Making a Brochure

Name _____

Grammar: *Wh*-Questions; *What* and *Which*, Ordinal Numbers, Refleive Pronouns
Vocabulary: Feelings

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion ___/5	creates a clear and detailed brochure about a national holiday that celebrates a famous artist; presents appropriate visuals in the brochure	creates a brochure about a national holiday; may omit some important details; adequate visual supports for most information	information is off topic, invented or incomplete; omitted or incorrect visual supports
Target Language ___/5	uses target grammar and vocabulary correctly to present the information; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with occasional errors that interfere with communication; may have minor spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication; frequent spelling, capitalisation or punctuation errors
Total Points ___/10	Comments:		