

New Visions Engineering Class Captain Assignment

GRADING RUBRIC

Below, you'll find rubrics for each of the items that you're expected to cover during your week as class captain. Your grade will ultimately be determined by the teacher, but your classmates will provide input on your performance as well. Please remember that you are expected to provide all the materials (that are practical to provide) no later than the Thursday before your week begins!

PART I -- CURRENT NEWS

Grade	Criteria
4	Exemplary work. The articles are relevant, recent and rigorous. The presenter can answer all questions asked to a reasonable degree, and has sufficient background knowledge to lead an appropriate discussion. Evidence of research outside of just reading the articles.
3	Acceptable work. The articles are relatively recent and of an acceptable reading level. The presenter can answer most of the questions asked, and has an acceptable amount of background knowledge to lead a discussion. Some evidence of outside research.
2	Developing work. The articles are somewhat or obliquely related to the topic, of a lower reading level, or not recent. The presenter can answer some of the questions asked, has some background knowledge, and is able to participate in a discussion of the topic. Little evidence of outside research.
1	Unacceptable work. The articles are lacking in substance, are written in a lower register of language, or are not recent. The presenter has difficulty answering any questions and cannot lead or participate in a productive discussion. No evidence of outside research.
0	Assignment not completed or incomplete.

PART II -- BACKGROUND PRESENTATION

Grade	Criteria
4	Exemplary work. The presentation is balanced and lively, and contains an appropriate amount of visuals. There is strong evidence of a thorough understanding of the topic because of extensive research. The presenter actively engages the audience, does not read slides to the audience, and is able to flexibly accommodate questions. The presenter can lead a productive and rich discussion that brings in outside research.
3	Acceptable work. The presentation is well done, and is mostly balanced in terms of visuals and words. There is evidence of understanding of the topic because of some research. The presenter engages the audience to a degree, reads some notes and can accommodate some questions. The presenter leads an appropriate discussion.
2	Developing work. The presentation shows areas for improvement, and contains an imbalance of words and visuals. There is some evidence for an understanding of the topic. The presentation is not engaging or involves reading slides or notes. The presenter is thrown off by questions and participates in a discussion on the topic.
1	Unacceptable work. The presentation is difficult to sit through and not engaging because of a lack of visuals and overuse of words. There is little evidence of understanding of the topic or outside research. The presenter does not engage the audience and mostly reads slides or notes. The presenter is unable to participate in a productive discussion.
0	Assignment not completed or incomplete.

PART III -- PRESENTER INTRODUCTIONS AND FOLLOW-UP

Grade	Criteria
4	The student gives a rich, complete and relevant introduction of the guest that shows evidence of an appropriate amount of research. The student carefully takes notes of any questions or comments that need follow-up, and returns results to the class and/or speaker in a timely manner. The student promptly sends out a thank you card and gift.
3	The student gives an introduction of the guest that shows minimal research. The student takes some notes and follows up on them in a timely manner. The student promptly sends out a thank you card and gift.
2	The student gives an introduction that is lacking in detail. The student takes some notes but fails to follow up in either a timely or complete manner. Thank you cards and gift are late.
1	The student gives an introduction that is incomplete and unhelpful. Some notes are taken, but little follow up with class or presenter. Thank you cards and gifts are very late.
0	Assignment not completed or incomplete.

PART IV -- POETRY

Grade	Criteria
4	The student finds a rich and meaningful poem that directly relates in an interesting way to the weekly topic, and is able to provide a deep and insightful analysis. There is strong evidence of outside research in terms of vocabulary, meaning, interpretation and context. The student can provide information about the author and incorporates that information into a productive discussion and analysis of the poem.
3	The student finds an appropriate poem that relates to the weekly topic, and provides some insightful analysis of its meaning. There is evidence of outside research in terms of vocabulary, meaning, interpretation and context. The student has some information about the author which is helpful in leading a discussion of the poem.
2	The student finds an obliquely related poem or fails to make a strong connection between the poem and the weekly topic. There is some evidence of an attempt to clarify some vocabulary, meaning, interpretation and context through minimal outside research. The student has minimal information about the author and participates in a discussion of the poem.
1	The student selects an inappropriate poem or fails to make a strong connection between the poem and the weekly topic. There is little evidence of outside research in any area of analysis, and this lack of research hinders the interpretation of the poem or its discussion.
0	Assignment not completed or incomplete.

PART V -- GOVERNMENT AND ECONOMICS

Grade	Criteria
4	The student finds deep and meaningful data from reputable sources that adds a useful layer of understanding of the topic. There is strong evidence that the student understands the importance of the topic and can place it in context in an easily-understandable way. The student demonstrates to the class the impact of the weekly topic on a local, national and global scale. The student is able to lead a productive discussion and/or debate on the topic.
3	The student finds data from sources that adds a layer of understanding to the topic. There is evidence that the student understands the importance of the topic and can place it in context for the class. The student demonstrates the impact of the topic on some levels. The student can lead a discussion on the topic.
2	The student has some information about the topic that adds a marginal layer of understanding. There is evidence that the student has researched the topic in some way. The student demonstrates the impact of this topic in only a specific way. The student can participate in a discussion of the topic.
1	There is little evidence of outside research and the student demonstrates little understanding of the topic, its context or importance to the larger systems in the world. The student only obliquely demonstrates the importance of the topic to world governments or economies, and can participate in a discussion to some degree.
0	Assignment not completed or incomplete.

PART VI -- MEMES

Grade	Criteria
4	The student finds at least one intelligent, high-quality, witty and appropriate meme that relates to the weekly topic. The meme promotes thought while also providing entertainment. The student is able to give background information that makes the meme relevant and rigorous.
3	The student finds at least one intelligent, quality and appropriate meme that relates to the weekly topic. The meme is amusing and promotes some thinking. The student has some background to make the meme relevant.
2	The student finds at least one meme that is appropriate and promotes some thought. The meme is amusing, and the student can provide some background on it.
1	The meme is inappropriate or offensive, and unrelated to the weekly topic. The student cannot provide context or background information that would inform the class and provoke critical thought.
0	Assignment not completed or incomplete.

PARTS VII and VIII -- DAILY LOG and LEADERSHIP

PART IX -- WORD OF THE DAY

Grade	Criteria
4	The student finds four new, interesting and useful words and provides a complete definition, rich context, insightful etymology and colorful usage example for each.
3	The student finds four words that are new, somewhat interesting or useful, and provides an adequate definition, context, etymology and usage example.
2	The student finds four words that are in somewhat common usage, are somewhat interesting and provides an adequate definition that does not help the reader completely understand the word. The etymology is incomplete and the usage example is inadequate.
1	The student finds less than four words which are not new or interesting, provides an incomplete definition, little context and confusing etymology. The usage example does not clearly help others use the word.
0	Assignment not completed or incomplete.

PART X -- QUIZ ON TOPIC

Grade	Criteria
4	Exemplary work. The quiz is well-formatted, easy to understand and the directions and questions and/or prompts are very clear. The questions relate directly and exclusively to the content presented during the week, and the point distribution for each question is commensurate with the difficulty or demands of the question.
3	Acceptable work. The quiz is formatted well with minor errors that do not have an impact on understandability. The questions relate to the content presented during the week and the point distribution is logical given the content of the questions.
2	Developing work. The quiz is formatted in such a way that errors make it difficult to understand some questions and/or directions. The questions relate mostly to content presented during the week, and the points are distributed among the questions.
1	Unacceptable work. The quiz contains serious errors that impede understanding of the questions and/or directions. The questions do not pertain to the content presented, and the points are distributed in an illogical way.
0	Assignment not completed or incomplete.

PART XI -- ECONOMICS TERMS

Grade	Criteria
4	The student finds four new, interesting and useful words and provides a complete definition, rich context, insightful explanations and practical usage example for each.
3	The student finds four words that are new, somewhat interesting or useful, and provides an adequate definition, context, explanation and usage example.
2	The student finds four words that are in somewhat common usage, are somewhat interesting and provides an adequate definition that does not help the reader completely understand the word. The explanation is incomplete and the usage example is inadequate.
1	The student finds less than four words which are not new or interesting, provides an incomplete definition, little context and confusing explanation. The usage example does not clearly help others use the word.
0	Assignment not completed or incomplete.