

Project Assessment Rubric

Think about your student and assess their work by selecting which statement best represents their performance. Choose the one that better matches their performance. If in doubt between two statements, we recommend that you choose the one with the highest score.

Project Involvement and Reading Activity

	1	2	3	4
Reading book + Comprehension	The student has read one or none of the chapters in the book. The student has not done all the quizzes.	The student has read two or three chapters of the book. The student has done all the quizzes obtaining an average score of less than 5.	The student has read four chapters of the book. The student has done all the quizzes obtaining an average score between 5 and 8.	The student has completed the reading of the book. The student has done all the quizzes obtaining an average score higher than 8.
Reading activities	The student has not done the reading exercises included in the PDF of activities for each chapter.	The student has done some of the reading exercises included in the PDF of weekly activities, but inconsistently and with little interest.	The student has completed all of the reading exercises included in the weekly activities PDF but needed constant attention and reinforcement from the teacher.	The student has adequately completed all of the reading exercises found in the PDF of weekly activities.
Project involvement	The student does not participate actively in the project's activities. The student waits for instructions from the teacher or classmates, they do not take the initiative, or offer solutions to the team.	The student participates in a partial and incomplete way in the project's activities. The student does not elaborate on answers or uses short sentences to answer. No initiative yet.	The student actively participates but seeks the approval of the teacher or other classmates. The student participates in the search for solutions and tries to be attentive to the needs of classmates.	The student has actively participated in all the project's activities. The student is proactive in finding solutions and is attentive to the different needs of classmates.
Search and selection of materials	The student only uses resources provided by the teacher. It is limited to copying and pasting from the original source without respecting or valuing copyright.	The student uses materials found independently from a list of resources provided by the teacher. Limited to copying and pasting from the original source without respecting or valuing copyright.	The student uses independently found materials and respects the rights of the source by naming them in the project.	The student independently uses found materials and respects the rights of the original source by always including their references. The project includes a bibliography section.

Language Development

	1	2	3	4
Oral expression	Speech is not fluent. The student uses poor vocabulary, repetitive structures and filler words. The vocabulary is vague and inaccurate, and words are misused.	Speech is not fluent. The student uses the same introductory structures (no variety of discourse connectors). Vague vocabulary, not specific to the topic.	The student uses correct and fluent speech but needs support to refer to specific concepts of the topic. The vocabulary is clear and includes some effective words.	Speech is fluent. There is knowledge of academic terms and concepts relevant to the topic. The student uses clear and effective vocabulary.
Oral comprehension	The student doesn't know basic strategies to communicate effectively. The student does not understand the speech being used or how to interpret the information received.	The student doesn't apply the necessary strategies for good communication. The student understands the speech superficially without going beyond the meaning or interpreting its significance.	The student uses some communication strategies. The student is able to share knowledge and collect information but does not evaluate it critically.	The student uses strategies to fully interpret the meaning of speech, has a critical capacity and understands information well. The student shares knowledge.
Written expression	Terms used by the student do not fit the expected register. The structure of the text is disconnected, the main idea is not distinguished from the details. There are many spelling or grammatical errors.	Colloquial expressions are used although a refined register of language. The main idea is clearly discerned from the secondary ones. The student has made multiple spelling or grammatical errors.	They use colloquial expressions and adequate register, but they lack clarity in the structure of the text. Some minor grammatical or vocabulary errors are made.	The writing contains appropriate expressions and a correct register. The structure follows a coherent and logical order. Correct use of grammar, spelling and punctuation.
Written comprehension	Lack of strategies to understand and assimilate explicit information from the text and make inferences. They are unable to assess information or understand the purpose of the text.	They are beginning to become familiar with strategies that facilitate the understanding of the explicit information of the text but still cannot transcend some implicit meanings.	They can locate relevant information and make some inferences from the text. They read different texts but fail to do so independently and critically.	They locate, understand and integrate relevant and explicit information. They make inferences. They can read a variety of texts for different reading purposes. A capable, autonomous and critical reader.

Project Organization and Development

	1	2	3	4
Cooperation with the rest of the class	The student often opposes peers' decisions and tries to impose his/her own. Requires continuous attention, ignoring the needs of others. Gets upset when receiving help. Forgets to carry out the tasks entrusted to him/her and barely completes all the duties assigned.	The student participates by carrying out tasks, but does not show a proactive attitude in proposing solutions or helping others. They try to impose their own decisions. Tries hard to help classmates but gets annoyed when receiving help from them. Forgets to perform some assigned tasks and doesn't meet all of the commitments made.	The student participates, proposes, helps and enjoys doing the tasks most of the time. Considers the decisions of others and tries to reach a consensus. Tries to help peers. They are willing to receive help but do not ask for it when needed. They work responsibly and meet most of the commitments made.	The student participates, proposes, and enjoys doing the tasks. Integrates the decisions of others and strives to reach a consensus. They want to help. They accept help with a positive attitude no matter how many times it is needed. They take on the assigned role responsibly and comply with all the commitments made.

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Autonomy	The student shows insecurity when carrying out activities and requests constant help from the teacher or classmates. They accept information without asking or inquiring.	They show some initiative when working, but they still require some support from the teacher. They show insecurity when executing some activities. They accept information without asking or querying. They have difficulty admitting mistakes and they do not make realistic evaluations.	The student shows a lot of initiative but on some occasions, appeals to the teacher. They can independently look for alternatives, solutions or new ideas. They have a hard time admitting mistakes and make unrealistic evaluations.	The student shows initiative and does things without asking. Works even when the teacher is not present, without being told what to do. Tries to solve problems that arise, looking for alternatives, solutions or new and creative ideas. Knows how to recognize his/her own mistakes and makes accurate self-assessments.
Organization, use of time and task distribution	The student procrastinates when carrying out the activities and easily gets distracted, losing the rhythm of work. They are thoughtless, messy, and fail to plan before beginning a task. They do not participate in the distribution of work and prefer to self-assign what he/she considers easier.	The student follows the pacing of the rest of the team but needs the support of teammates to do so. They are often careless, quite messy and they don't plan before starting what is ahead. They collaborate in the distribution of tasks although they prefer to self-assign tasks that are considered easier.	The student has a good work pace. Focused on the task most of the time without having to insist. Needs guidance to plan before starting what is ahead to stay organized. Collaborates in the distribution of tasks according to the skills of each member.	The student has a fast pace of work. They stay focused on the task, without distractions or inattentiveness. They are thoughtful, organized and they plan before starting what needs to be done. Actively participates in the distribution of tasks according to the skills of each member.

Project Presentation and Delivery

	1	2	3	4
Complete project and presentation	The presentation lacks preparation and does not connect with the audience. Presentation strategies are not correctly used (eye contact, topic-specific vocabulary, and volume). No visual support (PowerPoint, video, images, graphics, etc.).	The presentation is not adequate. The student uses only a few presentation strategies (eye contact, topic-specific vocabulary, good volume). No visual support is employed or it has not been previously prepared. Not a true representation of oral discourse. (PowerPoint, video, images, graphics, etc.).	The presentation is adequate. The student verbiage is accurate and uses (most of the time) strategies such as eye contact, topic-specific vocabulary and good volume. Lacks visual support or has not previously prepared and oral discourse has not been supported with other resources (PowerPoint, video, images, graphics, etc.).	The presentation is effective and dynamic. The student uses strategies appropriate to the audience, expresses correctly and uses strategies such as eye contact, topic-specific vocabulary and good volume. They employ visual support (PowerPoint, video, images, graphics, etc.).