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| **EED 601 *COLLABORATIVE RESEARCH PROJECT* Group Presentation – Scoring Rubric**Directions: Use this scoring rubric to both plan and self assess your team's engagement in and presentation of teaching (and parenting) the Whole Child with deeper knowledge of the role of new standards in learning and student’s total development.This project will give you the opportunity to demonstrate evidence of achievement of the following **Student Learning Outcomes:** Research skills, educational awareness, reflective practice; theoretical understanding and teacher leadership.

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| **Criteria** | **Ineffective** **(0)** | **Adequate** **(1)** | **Above Average** **(2)** | **Exceptional** **(3)** | **Score** |
| **Organization****and****Theoretical understanding** | No evidence of organization or connection between the Whole Child Campaign, the STEM workforce needs and emerging knowledge from mindset—neuro biological science. No apparent outline, framework or sequence | Somewhat organized, but lacks cohesiveness and flow between the Whole Child, the STEM workforce needs and emerging knowledge from mindset—neurobio-logical science.Reflects the presence of an outline and sequence for present-ing new, convincing information | Well organized with clearly-presented evidence of cohesiveness between the Whole Child Campaign, the STEM workforce needs and emerging knowledge from mindset—neurobiological science.Reflects a coherent outline and sequence for presenting new and convincing information. | Exceptionally well organized with clearly-presented evidence of cohesiveness between the Whole Child Campaign, the STEM workforce needs and emerging knowledge from mindset—neurobiological science. Presentation reflects a coherent outline and sequence for presenting new, convincing information | **\_\_\_\_** |
| **Quality & Creativity of Presentation****and****Educational awareness** | Team appears to have little educational awareness of the topic; are unprepared or lack commun-ication among team members. Poorly paced, uninspired or un-dimensional delivery of information.  | Team appears to have some educational awareness of the topic; demonstrate basic preparation and communication among team members. Attempts to create some interest in the topic by including visual as well as verbal information. | Creative use of hands-on materials are interesting and provide  evidence that the team has strong educational awareness of the topic.  Group creates interesting learning atmosphere in which audience is "hooked" and  engaged with creative, but also clear and concise delivery of information  | Highly creative use of hands-on materials and research information provides strong evidence that the team has well-developed educational awareness of the topic.  Exceptional presentation promotes an opportunity for audience to become involved in critically thinking about the topic and its implication for their teaching and learning. | **\_\_\_\_** |
| **Criteria** | **Ineffective (0)** | **Adequate (1)** | **Above Average (2)** | **Exceptional (3)** | **Score** |
| **Engaged Learning Practices****and****Teacher leadership** | Presentation fails to use more than one model or dimension of instruction | Presentation addresses  least two different models or dimensions of instruction | Uses several techniques that incorporate a variety of models or dimension of instruction thereby gearing presentation to several learning styles | Clearly and innovatively gears presentation to a variety of learning styles by incorporating a variety of models or dimension of instruction | **\_\_\_\_** |
| **Quality of Information Presented****Research****and****Reflective practice** | Erroneous, unclear, or irrelevant topic; Unsupported information with little connection to the research/theory base | Somewhat relevant topic and informationUnclear or unsupported at times. | Topic selected is current, relevant informationGood, supportive resourcesClear presentation of information | Topic selected is current, relevant;  interesting information presented in understandable formatsWell researched with numerous sources cited | **\_\_\_\_** |
| **Team Effectiveness** | Not cohesive/ disjointedUnequal distribution of work | All members participate but overall presentation is ineffective | Effective presentationGood cooperative effort | Effective presentationEvidence that all group members made significant contributions | **\_\_\_\_** |

**Team Names:** **Total Rubric Score:  \_\_\_\_\_ / 15** |   |
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