

NAME _____

Inventing a Better World Assessment Rubric

CRITERIA	EMERGING 1	PROGRESSING 2	ACCOMPLISHING 3	EXCEEDING 4
PRESENTATION/ APPEARANCE	The presentation of the invention contains many errors, is difficult to understand, and does not engage the audience.	The presentation of the invention has some errors, is fairly understandable, and engages the audience slightly.	The presentation of the invention is strong, has only minor errors, is understandable and engages the audience.	The presentation of the invention is nearly market ready, free of errors, easy to understand and engages the audience.
CONTENT	The invention does not convey information or ideas relevant to themes explored in class.	The invention conveys a surface-level idea relevant to themes explored in class.	The invention conveys ideas relevant to themes explored in class.	The invention conveys ideas strongly relevant to themes explored in class, and integrates additional research or outside knowledge.
CREATIVITY	No evidence of original, creative ideas.	Some evidence of original, creative ideas.	Clear evidence of original, creative ideas throughout the work.	The work includes an array of original, creative ideas, combining themes explored in class with new ideas in novel ways.
CONNECTION TO THE CENTRAL TEXT	The invention does not connect to the central text or its themes in any way	The invention includes a superficial reference to the central text and/or its themes but does not dig deeper into the issue.	The invention clearly incorporates the central text and its themes and shows some evidence of thoughtful interpretation.	The invention reflects a sophisticated interpretation of the central text and its themes demonstrated by thoughtful use of allusions or direct quotes.
DEMONSTRATION OF ANTI-BIAS COMPETENCY	Student shows emerging understanding of the expectations in anti-bias standard _____.	Student is progressing toward the expectations in anti-bias standard _____.	Student meets the expectations in anti-bias standard _____.	Student exceeds the expectations in anti-bias standard _____.
COLLABORATION/ COOPERATION (OPTIONAL)	Students worked individually.	Students worked together but contributions were unbalanced.	Students worked well together and contributions were balanced.	Students worked very well together; they compromised and built off one another's ideas.