

Final Product Scoring Guide

This scoring guide will be used for the purpose of assessing your group presentation. Review the following criteria in the “Exemplary” section of each element to identify how to “Get an A”, and earn the maximum amount of points. For further definitions of terms used within the following scoring guide, please refer to the glossary provided at the end of this document.

	Beginning	Developing	Accomplished	Exemplary
	1	2	3	4
Student Research Reflected in Presentation	<p>Information presented in slides indicates group members accomplished <i>none</i> of the following:</p> <p>Accurately researched varied information sources (maps, Internet links; course materials; production tools; etc.);</p> <p>Recorded and interpreted statement, graphics and questions;</p> <p>Evaluated alternative points of view of key players.</p>	<p>Information presented in slides indicates group members accomplished <i>one</i> of the following:</p> <p>Accurately researched varied information sources (maps, Internet links; course materials; production tools; etc.);</p> <p>Recorded and interpreted statement, graphics and questions;</p> <p>Evaluated alternative points of view of key players.</p>	<p>Information presented in slides indicates group members accomplished <i>two</i> of the following:</p> <p>Accurately researched varied information sources (maps, Internet links; course materials; production tools; etc.);</p> <p>Recorded and interpreted statement, graphics and questions;</p> <p>Evaluated alternative points of view of key players.</p>	<p>Information presented in slides indicates group members accomplished <i>all</i> of the following:</p> <p>Accurately researched varied information sources (maps, Internet links; course materials; production tools; etc.);</p> <p>Recorded and interpreted statement, graphics and questions;</p> <p>Evaluated alternative points of view of key players.</p>
Presentation Introduction	Introduction indicates group members accomplished	Introduction indicates group members accomplished	Introduction indicates group members accomplished	Introduction indicates group members accomplished

	<p>none of the following:</p> <p>Presents overview of project and proposed highway solution;</p> <p>Grabs attention of the audience with use of graphics which further audience understanding of the team project and/ or compelling statements;</p> <p>Sequencing of information presented is clear and intuitive.</p>	<p>one of the following:</p> <p>Presents overview of project and proposed highway solution;</p> <p>Grabs attention of the audience with use of graphics which further audience understanding of the team project and/ or compelling statements;</p> <p>Sequencing of information presented is clear and intuitive.</p>	<p>two of the following:</p> <p>Presents overview of project and proposed highway solution;</p> <p>Grabs attention of the audience with use of graphics which further audience understanding of the team project and/ or compelling statements;</p> <p>Sequencing of information presented is clear and intuitive.</p>	<p>all of the following:</p> <p>Presents overview of project and proposed highway solution;</p> <p>Grabs attention of the audience with use of graphics which further audience understanding of the team project and/ or compelling statements;</p> <p>Sequencing of information presented is clear and intuitive.</p>	
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<p style="text-align: center;">Content</p>	<p>Presentation content includes/adheres to none of the following:</p> <p>Clearly and concisely communicated the process(es) completed to identify the proposed route;</p> <p>Logical progression of ideas and supporting information;</p> <p>Information used is accurate and current.</p>	<p>Presentation content includes/adheres to one of the following:</p> <p>Clearly and concisely communicated the process(es) completed to identify the proposed route;</p> <p>Logical progression of ideas and supporting information;</p> <p>Information used is accurate and current.</p>	<p>Presentation content includes/adheres to two of the following:</p> <p>Clearly and concisely communicated the process(es) completed to identify the proposed route;</p> <p>Logical progression of ideas and supporting information;</p> <p>Information used is accurate and current.</p>	<p>Presentation content includes/adheres to all of the following:</p> <p>Clearly and concisely communicated the process(es) completed to identify the proposed route;</p> <p>Logical progression of ideas and supporting information;</p> <p>Information used is accurate and current.</p>	
<p style="text-align: center;">Writing Mechanics And Text Elements</p>	<p>The text written adheres to one of the following:</p> <p>Written with no grammar errors;</p> <p>Written with no capitalization errors;</p> <p>Written with no punctuation errors;</p> <p>Written with no spelling errors.</p>	<p>The text written adheres to two of the following:</p> <p>Written with no grammar errors;</p> <p>Written with no capitalization errors;</p> <p>Written with no punctuation errors;</p> <p>Written with no spelling errors.</p>	<p>The text written adheres to three of the following:</p> <p>Written with no grammar errors;</p> <p>Written with no capitalization errors;</p> <p>Written with no punctuation errors;</p> <p>Written with no spelling errors.</p>	<p>The text written adheres to all of the following:</p> <p>Written with no grammar errors;</p> <p>Written with no capitalization errors;</p> <p>Written with no punctuation errors;</p> <p>Written with no spelling errors.</p>	

<p>Visual Design</p>	<p>Visual design of presentation adheres to <i>one</i> of the following:</p> <p>Consistent slide design throughout presentation;</p> <p>Choice of background and colors enhance the readability of text;</p> <p>Appropriate use of headings, subheadings, and other organizational tools.</p>	<p>Visual design of presentation adheres to <i>two</i> of the following:</p> <p>Consistent slide design throughout presentation;</p> <p>Choice of background and colors enhance the readability of text;</p> <p>Appropriate use of headings, subheadings, and other organizational tools.</p>	<p>Visual design of presentation adheres to <i>three</i> of the following:</p> <p>Consistent slide design throughout presentation;</p> <p>Choice of background and colors enhance the readability of text;</p> <p>Appropriate use of headings, subheadings, and other organizational tools.</p>	<p>Visual design of presentation adheres to <i>all</i> of the following:</p> <p>Consistent slide design throughout presentation;</p> <p>Choice of background and colors enhance the readability of text;</p> <p>Appropriate use of headings, subheadings, and other organizational tools.</p>	
<p>Graphics</p>	<p>The graphics in the presentation adhere to <i>none</i> of the following:</p> <p>Make visual connections that enhance understanding of proposed solution and related rationale;</p> <p>Appropriate number of</p>	<p>The graphics in the presentation adhere to <i>one</i> of the following:</p> <p>Make visual connections that enhance understanding of proposed solution and related rationale;</p> <p>Appropriate</p>	<p>The graphics in the presentation adhere to <i>two</i> of the following:</p> <p>Make visual connections that enhance understanding of proposed solution and related rationale</p> <p>Appropriate number of</p>	<p>The graphics in the presentation adhere to <i>all</i> of the following:</p> <p>Make visual connections that enhance understanding of proposed solution and related rationale</p> <p>Appropriate number of</p>	

	visual images included in presentation; Original images (ex: map) are created according to specified instructions.	number of visual images included in presentation; Original images (ex: map) are created according to specified instructions.	visual images included in presentation; Original images (ex: map) are created according to specified instructions.	visual images included in presentation; Original images (ex: map) are created according to specified instructions.	
Use of Suitability Maps	None of the suitability maps are correctly interpreted or properly synthesized to identify the final route for highway.	Some of the suitability maps are correctly interpreted <i>and/or</i> are properly synthesized to identify the final route for highway.	Most of the suitability maps are correctly interpreted <i>and/or</i> are properly synthesized to identify the final route for highway.	All suitability maps are correctly interpreted <i>and/or</i> are properly synthesized to identify the final route for highway.	
Analysis of Key Issues	Is unable to analyze key issues and questions or does so superficially to solve the problem.	Analyzes some key issues and questions competently to solve the problem.	Analyzes key issues and questions competently to solve the problem.	Analyzes key issues and questions clearly and precisely to solve the problem.	
Evaluation of Materials	Is unable to evaluate the materials (relevant information, maps, etc.) or does so superficially.	Evaluates the materials (relevant information, maps, etc.) inconsistently.	Evaluates the materials (relevant information, maps, etc.) competently.	Evaluates the materials (relevant information, maps, etc.) with insight	
Use of Premise to Provide Rationale for Interpretations	Is unable to or infrequently uses inference to reason from clearly stated premises or	Uses inference to reason inconsistently from clearly stated premises to implications	Uses inferences to reason competently from clearly stated premises to important	Uses inferences to reason carefully from clearly stated premises to important	

	recognize implications and consequences.	and consequences.	implications and consequences.	implications and consequences.	
Use of Reasoning and Problem-Solving Skills	Is unable to or infrequently uses deductive and inductive reasoning and problem-solving skills.	Uses deductive and inductive reasoning and problem-solving skills inconsistently and weakly.	Uses deductive and inductive reasoning and problem-solving skills competently.	Uses deductive and inductive reasoning and problem-solving skills consistently.	
Final Route Map	Final route is not easily seen and no appropriate location for the new road is identified.	Final route is seen and somewhat appropriate location for the new road is identified.	Final route is easily seen and an appropriate location for the new road is easily identified.	Final route is easily seen and the best-fit location for the new road is easily identified.	

Written by LaVaute, Toy. Last updated 04/30/02.

Unsure of a term used in the “Final Product” Scoring Guide? Please refer to the following Glossary for assistance:

Final Product Scoring Guide Glossary

Critical thinking is a broad term describing reasoning in an open-ended manner, with an unlimited number of solutions. The critical thinking process involves constructing the situation and supporting the reasoning behind a solution.

Deduction (*n.*) Act or process of deducing or inferring.

Deductive (*a.*) Of or pertaining to deduction; capable of being deduced from premises; deducible.

Induction (*n.*) The act or process of reasoning from a part to a whole, from particulars to generals, or from the individual to the universal; also, the result or inference so reached.

Inductive (*a.*) Leading or drawing; persuasive; tempting; Leading to inferences; proceeding by, derived from, or using, induction; as, inductive reasoning.

Inference (*n.*): The act or process of inferring by deduction or induction; That which inferred; a truth or proposition drawn from another that is admitted or supposed to be true; a conclusion; a deduction.

Insight (*n.*) Power of acute observation and deduction; penetration; discernment; perception; a clear, deep, and sometimes sudden understanding of a complicated problem or situation, or the ability to have such an understanding.

Premise (*n.*): A proposition antecedently supposed or proved; something previously stated or assumed as the basis of further argument; a condition; a supposition; Either of the first two propositions of a syllogism, from which the conclusion is drawn.

Problem solving: Step-by-step process of defining the problem, searching for information, and testing hypotheses with the understanding that there are a limited number of solutions. The goal of problem solving is to find and implement a solution.

References:

Cambridge Dictionary of American English.

Online Plain Text English Dictionary.

U.S. Department of Education, National Center for Education Statistics. *Definitions and Assessment Methods for Critical Thinking, Problem Solving, and Writing*, prepared by T. Dary Erwin for the Council of the National Postsecondary Education Cooperative Working Group on Student Outcomes, Panel on Cognitive Outcomes. Washington, DC 1998.