

Change My Mind Project Grading Rubric

Written Narrative: (13 points)

Criteria	Points	Points Earned
1. Written narrative is formally written and grammatically correct.	3 points	
2. All Calculated Comparative Statistics are highlighted in yellow or orange throughout the written narrative	1 point	
3. Work for calculated comparative statistics is shown below the written narrative.	1 point	
4. Work for calculated comparative statistics is accurate and its interpretation is accurate within the written narrative	3 points	
5. All sources of data are cited using MLA format at the end of the document.	3 points	
6. Written narrative is submitted as a PDF, google doc, or word file in onBrooks	1 point	
7. Written narrative is submitted on time.	1 point	

Video: (7 points)

Criteria	Points	Points Earned
1. Video of student going through their written narrative is of highest quality.	3 points	
2. Video has at least one visual data display that is used to prove the original claim and/or provide contextual evidence.	3 points	
3. Video is submitted on time in onBrooks.	1 point	

Comments:

Category	Beginning (1)	Progressing (2)	Accomplished (3)	Distinguished (4)
Concepts and Procedures: Apply mathematical concepts and carry out mathematical procedures with precision and fluency.	Student procedural work and notation is incoherent, missing or inappropriate. The student demonstrates minimal success in applying rote strategies.	Student selects and applies rote strategies correctly to execute routine tasks. Student procedural work lacks logical organization, omits key steps or contains multiple errors in execution.	Student procedural work demonstrates clear understanding and is appropriate to task, but may contain minor errors. Student checks for and resolves errors in their work.	Student demonstrates insight and fluency in carrying out procedures flexibly, accurately, efficiently and with clarity in organization. The student selects and applies appropriate and efficient strategies.
Modeling: Gather, organize and describe characteristics of data in context, using appropriate theoretical models to explore relationships among variables and predict the unknown.	Student's data, choice of analyses, terminology are inappropriate to the task.	Student's uses inappropriate calculations, graphical illustrations or terminology, or draws inconsistent conclusions or conclusions that are void of contextual meaning.	Student selects and creates appropriate numerical calculations and graphical illustrations of data. Uses terminology with accuracy, appropriate precision and in context.	Student demonstrates evidence of deep and insightful contextual understanding of data by integrating numerical calculations, graphical illustrations and written analysis and conclusions. Aesthetic composition of analytical work is of a high standard.
Self-Manage One's Learning: Student demonstrates responsibility, engagement, risk-taking, effort, confidence, self-awareness, adaptability, and initiation to follow one's passions as they take ownership for their learning.	Student works with the direction of adults and/or needs prompting and assistance to complete tasks. They need constant reminders and prompts to stay on task and complete course expectations.	Student works semi-independently with minimal intervention by adults. They meet expectations of the course goals in a minimal or superficial manner.	Student works independently to grow from their learning experience. They complete assignments promptly and with care to meet course goals and expectations that move the learning forward while showing intellectual curiosity and initiative.	Student takes risks in an effort to grow from their learning experience. They take responsibility for their learning through self-motivation, a "can-do" attitude, and the ability to establish personal goals, make plans, and set high standards for oneself.
Communicate Effectively: Student can generate, develop, organize, and convey original ideas orally, using language, presentation skills, and/or other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to different audiences.	Student uses, shares and information in a simple manner, and delivers a finished product that meets the basic requirement of the project or presentation but lacks the ability to present it to a wider audience.	Student uses simple language to share and collect information, and can deliver a finished product that is complete but lacks the ability to think flexibly about the topic. All content is present but the student is not confident enough to defend their position or argument.	Student uses appropriate language as a flexible tool to share and collect information, exchanging ideas comfortably, while exploring a variety of perspectives adjusting style and content to each unique individual, audience, and circumstance.	Student uses sophisticated language as a flexible tool to share and collect information, exchanging ideas comfortably and confidently while openly exploring a variety of perspectives adjusting style and content to each unique individual, audience, and circumstance.

Points Earned from CBE Rubric	Percent	Points out of 20
16	100%	20
15	97%	19.4
14	93%	18.5
13	90%	18
12	87%	17.4
11	83%	16.6
10	80%	16
9	77%	15.4
8	73%	14.6
7	70%	14
6	67%	13.4
5	63%	12.6
4	60%	12