

Solutions to Poverty Project Rubric

	Novice	Developing	Competent	Proficient
<p>Introduction</p> <ul style="list-style-type: none"> • “Hook” attention • Provides rationale (why the issue is important) • Introduces Ecological Theory and makes a link from the topic to the theory. Note: This may be part of “rationale.” • Introduces the FRM perspective • Includes effective thesis statement <p>Comments:</p>	<p>1 point Much of the required information is missing.</p>	<p>2-3 points Does not fully address all required information and/or addresses information in a way that is not fully clear. May not effectively engage the reader with a “hook” or provide clear thesis.</p>	<p>4 points Includes all required information and is mostly effective in engaging the reader’s attention, establishing the issue as important, connecting the topic to Ecological Theory, establishing a FRM perspective, and communicating a clear thesis. Occasionally information could be more compelling, clear or properly cited.</p>	<p>5 points Includes all required information and is effective in engaging the reader’s attention, establishing the issue as important, connecting the topic to Ecological Theory, establishing a FRM perspective, and communicating a clear thesis. Includes appropriate citations.</p>
<p>Topic Related to Poverty (Problem Construction)</p> <ul style="list-style-type: none"> • Describe how the topic relates to poverty (problem construction) • Explain the connection to FRM concepts. • Use and cite research to support your claims <p>Comments:</p>	<p>1-6 points Much of the required information is missing and/or inadequately supported by research.</p>	<p>7-12 points Does not fully address all required information and/or addresses information in a way that is not fully clear. May not make a clear connection between the issue and poverty and/or to FRM concepts. May need some additional research support for claims.</p>	<p>13-18 points Includes all or most required information and mostly provides clear connections between the issue and poverty. Written from a FRM perspective, but may benefit from fuller development of concepts. Description may be a bit wordy or unclear in areas. Mostly well supported by research.</p>	<p>19-20 points Includes all required information that clearly connects the issue to poverty and is written from a FRM perspective. Well supported by research with appropriate citations.</p>

Application of Ecological Theory

- Summary of how the broader issue fits within the Ecological Model (written by class w/transition sentence by individual)
- Locates specific issue and potential solution within appropriate level/s of the model

Comments:

Proposed Solution

- Describes proposed solution to poverty
- Connects to specific system of the Ecological Model
- Written from a FRM perspective
- Supported by research

Comments:

Conclusion

- Summarize overall findings as they relate to the thesis
- Include clear reference to Ecological Theory

<p>1-3 points Much of the required information is missing.</p>	<p>4-6 points Does not fully address all required information and/or it is unclear how the issue fits within the Ecological Model. Ecological Theory may be superficially applied or with some inaccuracies.</p>	<p>7-9 points Includes all required information. For the most part, explicitly and logically locates the issue within the Ecological Model. Some areas where the application of Ecological Theory could be more developed.</p>	<p>10 points Includes all required information. Explicitly and logically locates the issue within the Ecological Model. Applied Ecological Theory with thoroughness and accuracy.</p>
<p>1-3 points Much of the required information is missing.</p>	<p>4-6 points Does not fully address all required information and/or the solution does not clearly connect to the Ecological Model, cited research, or come from a FRM perspective.</p>	<p>7-9 points Includes all required information. For the most part, explicitly and logically connects to the Ecological Model, cited research, and comes from a FRM perspective. Occasionally there are gaps in how things connect or claims made that are not supported by research.</p>	<p>10 points Includes all required information. Explicitly and logically connects to the Ecological Model, cited research, and comes from a FRM perspective. Includes appropriate citations.</p>
<p>1 point Much of the required information is missing.</p>	<p>2-3 points Does not fully address all required information and/or it is not clear how the summary connects to the thesis, Ecological</p>	<p>4 points Includes all required information. It is mostly clear how the summary connects to the thesis, Ecological Theory, and comes from a FRM</p>	<p>5 points Includes all required information. It is very clear how the summary connects to the thesis, Ecological Theory, and comes from a FRM</p>

<ul style="list-style-type: none"> Written from a FRM perspective 	<p>Theory, or comes from a FRM perspective.</p>	<p>perspective. Occasional gaps in how everything fits together.</p>	<p>perspective. Includes appropriate citations, if needed.</p>	
<p>Comments:</p>				
<p>References</p> <ul style="list-style-type: none"> APA formatting of all references cited in paper. 	<p>1 point No clear effort to cite in APA.</p>	<p>2-3 points APA citing is over 50% accurate so that there is evidence of effort to use APA but not good adherence to the guidelines.</p>	<p>4 points APA citing is 90% accurate both in-text and on the reference list.</p>	<p>5 points APA citing is 95% accurate both in-text and on the reference list.</p>
<p>Comments:</p>				
<p>Grammar & Usage</p>	<p>1 point Report is not well constructed --poor grammar, structure, usage that makes it impossible to effectively communicate the information. May not be organized around the thesis.</p>	<p>2-3 points Report includes several errors in grammar, structure, and good English usage. Communication of information is compromised. May be only loosely organized around the thesis.</p>	<p>4 points Report is reasonably well constructed, but contains minor errors. These may be distracting but do not compromise the communication of information. Mostly organized around the thesis.</p>	<p>5 points Report is very well constructed, using proper language, cordiality, grammar, punctuation, etc. The paper is integrated around the thesis statement with topic sentences and content.</p>
<p>Comments:</p>				
<p>Total:</p>	<p>Comments:</p>			

Solutions to Poverty Presentation Rubric

Criteria	Beginning	Developing	Accomplished	Exemplary	Total
Presentation Content (Group grade - instructor) <ul style="list-style-type: none"> • Engaging Intro w/ thesis • Relates to poverty • FRM perspective • Applied Ecological Theory • Proposed Solution • Conclusion • Research Based with Citations 	5 points	6-7 points	8-9 points	10 points	/10
	Lack information needed to understand the topic; content is confusing or contains inaccuracies; may be missing or have underdeveloped components that are necessary for understanding	Include general information to give an understanding of the topic; content may contain some inaccuracies and/or information is not logically sequenced in places. Some components may need further development.	Include adequate information needed to give an understanding of the topic; content is mostly accurate and sequenced in a logical way for the most part. All components present and developed adequately.	Include information needed to give a thorough understanding of the topic; content is accurate and sequenced in a clear, logical way. All components present, developed fully, and connected.	
Presentation Relevance (Group grade - professional)	5 points	6-7 points	8-9 points	10 points	/10
	Solution may not be reasonable, practical, and/or based on research evidence. Students' description of the population, problem, and solution may be insensitive to the needs of individuals in poverty and their challenges.	Solution is partially reasonable and practical, and/or may be inconsistently based on research evidence. Students' description of the population, problem, and solution may at times be insensitive to the needs of individuals in poverty and their challenges.	Solution seems reasonable, based on research evidence and practical considerations for the most part. Students describe the population, problem, and solution in a way that is mostly sensitive to individuals in poverty and their challenges.	Solution seems reasonable, based on research evidence and practical considerations. Students describe the population, problem, and solution in a way that is sensitive to individuals in poverty and their challenges.	
Presentation Design (Visual) (Group grade - Instructor) <ul style="list-style-type: none"> • Intro slide with title & names • Labeled slides for each component of presentation Reference List 	1 point	2-3 points	4 points	5 points	/5
	Generally lacks aesthetic appeal and are text-heavy with little or no visuals and/or exhibit an overuse of color or animations. Media, (e.g., images), if used, are rarely cited on each slide. No theme is evident and the presentation appears disjointed rather than unified and/or frequent written errors on the slides.	Generally includes a mix of white space, visuals, and/or text but not consistently and/or some overuse of color or animations. Media (e.g., images), if used, may not be consistently cited to give proper attribution. Theme (e.g., template) is not consistently evident throughout the presentation and/or some written errors on the slides.	Effectively designed with visual appeal including white space, visuals, and minimal text for the most part. Color and animations are used appropriately. Media (e.g., images), if used, are generally cited to give proper attribution. Theme (e.g., template) is evident in the presentation for the most part to produce a cohesive presentation and/or little written errors on the slides.	Visually well designed, aesthetically pleasing with appropriate use of white space, visuals, and minimal text, on each slide. Color and animations are used judiciously. Media (e.g. images), if used, are always cited on the slide to give proper attribution. Theme (e.g., template) is evident throughout to produce a highly cohesive presentation. Free from written errors on the slides.	
Presentation Delivery (Group grade - Instructor)	1 point	2-3 points	4 points	5 points	/5
	Group members prepared partial notes and collaboration but pacing inconsistent or ineffective (too fast or too slow); lacks strong first and final sentences and/or clear transition sentences; collaboration among members was not tight (e.g. overlaps, gaps, or uncertainty about who was doing what).	Group members prepared partial notes and collaboration; occasionally pacing inconsistent or ineffective (too fast or too slow); lacks a few strong critical sentences – first sentence, last sentence, transitional sentences; occasionally a break down in collaboration among members (e.g. overlaps, gaps, or uncertainty about who was doing what).	Group members prepared effective notes and collaboration; pacing mostly consistent and effective with a couple lapses (too fast or too slow); includes strong first and final sentences but may one or two clear transition sentences; collaboration among members generally tight with few moments of ineffective teamwork (e.g. overlaps, gaps, or uncertainty about who was doing what).	Group members prepared effective notes and collaboration pacing is effective and consistent; includes strong first and final sentences and/or clear transition sentences; collaboration among members tight without question of who or what was next.	

Contribution to Group (Individual grade)	1-2 points	3 points	4 points	5 points	/5
	Group member rarely participated or contributed to the project towards achieving the project goals and meeting the deadline; did not share workload fairly.	Group member participated in the project but emphasis was in completing own work; allowed others to assume leadership and/or may have not shared workload fairly towards achieving the project goals and meeting the deadline.	Group member participated in the project and shared the workload; contributed to the development of his/her share of slides; worked towards achieving the project goals and meeting the deadline.	Group member participated fully in the project and shared the workload fairly; contributed to the development of one or more slides and assisted in editing others' slides to produce a polished presentation. Demonstrated leadership to facilitate and achieve the project goals and meet deadline.	
					/35