

Project Rubric: Repair Fair

Standard/Content/Skill Being Assessed	Feedback for Improvement	Succeeding - Proficient	Feedback Where Work Exceeds the Standard
<i>Skills</i>			
Work with others to complete a task or progress towards a common goal. (Collaboration)		<i>Determine your standard for proficient "Collaboration" here.</i>	
Share information and ideas for a given purpose, task, and audience. (Communication)		<i>Determine your standard for proficient "Communication" here.</i>	
Reflects on project process and new learning throughout the project. (Reflection)		<i>Determine your standard for proficient "Reflection" here.</i>	
Applies valid reasoning, informed judgment, and identified a problem within a system to form ideas or solve problems. (Critical Thinking)		<i>Determine your standard for proficient "Critical Thinking" here.</i>	
<i>Formative Assessments</i>			
Product, Labor and Financial Markets (C3 Framework D2.Eco.3.6-8) <i>Gathering Information Notes, Circular Supply Chain of a Household Item Drawing</i>		Explains the roles of buyers and sellers in product, labor, and financial markets.	
Supply and Demand (C3 Framework D2.Eco.6.6-8) <i>Gathering Information Notes, Circular Supply Chain of a Household Item Drawing</i>		Explains how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	
Market Influences (C3 Framework D2.Eco.8.6-8) <i>Gathering Information Notes, Circular Supply Chain of a Household Item Drawing</i>		Explains how external benefits and costs influence market outcomes.	
<i>Final Product & Presentation</i>			
Examine or propose a design towards a successful solution. (NGSS MS-ETS1-1)		Define the criteria and constraints of a design problem with sufficient precision to ensure a	

<p>Engineering Design) <i>Repair Fair, Project Reflection</i></p>		<p>successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p>	
<p>Write informative texts. (CCSS.ELA-LITERACY.W.6-8.2) <i>Skills Action Plan, Fair Prep Plan</i></p>		<p>Introduced the topic, organized information, and included formatting, graphics, and multimedia to help the reader. Developed the topic with relevant facts and other information and examples. Used appropriate style, transitions, language, and domain specific vocabulary. Provided a conclusion.</p>	
<p>Use digital media and visuals. (CCSS.ELA-LITERACY.CCRA.S L.5) <i>Fair Prep Plan</i></p>		<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p>Produce clear and coherent writing. (CCSS.ELA-LITERACY.W.6-8.4) <i>Skills Action Plan, Fair Prep Plan</i></p>		<p>Produced clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p>Draw evidence from informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.6-8.9) <i>Skills Action Plan, Fair Prep Plan</i></p>		<p>Supported analysis, reflection, and research by outlining and evaluating the arguments in a specific text.</p>	