

Name: \_\_\_\_\_

Period: \_\_\_\_\_

# Go Grammar Campaign

Criteria	10-8 Mastery	7-5 Proficient	4-2 Emerging	1 Novice
<b>Overall Effectiveness of Campaign</b>	Go Grammar Campaign is highly effective. Campaign promoted grammar skills in a manner that is innovative and engaging. Teams work on strategies, implementation, and goals. No lapses apparent.	Go Grammar Campaign is mostly effective. Campaign promoted grammar skills in a manner that is somewhat innovative and engaging. Teams work on some strategies, implementation, and goals. Minor lapses are apparent.	Major lapses in effectiveness of Go Grammar Campaign. Campaign rarely promoted grammar skills in a manner that is innovative and engaging. Little work is complete on strategies, implementation, and goals.	Effectiveness of Go Grammar Campaign is not apparent. Promotion of grammar skills is not evident.
<b>Performance of Team Member Roles</b>	Students formed teams, established group norms, and performed roles efficiently to address authentic tasks.	Students formed teams, established some group norms, and somewhat performed roles to address authentic tasks.	Students formed teams, established little or no group norms, performed roles to address authentic tasks with difficulty.	There is no evidence of group norms; students did not perform roles properly.
<b>Innovation &amp; Creativity</b>	Students created new ideas and products within and beyond the assignment parameters; students took strategic risks to support innovation.	Students created somewhat new ideas and products within the assignment parameters; students took some risks to support innovation.	New ideas and products were lacking; little evidence of students risk-taking to support innovation.	Little or no new ideas or products were created; risks were not taken to support innovation.
<b>Ability to Reach Target Audience</b>	Students properly identified their target audience; students' ability to reach that audience was highly effective.	Students somewhat identified their target audience; students' ability to reach that audience was somewhat effective.	Students had difficulty identifying their target audience; students' ability to reach that audience was lacking.	The students' ability to identify the target audience is not evident.
<b>Communication &amp; Collaboration</b>	Students were engaged in meaningful communication and purposeful collaboration to reach a common goal within and beyond the classroom.	Students were somewhat engaged in effective communication and collaboration; the ability to reach a common goal is somewhat lacking.	Little communication or collaboration is evident; students struggled to reach a common goal either within or beyond the classroom.	There is little or no evidence of meaningful communication or purposeful collaboration.
<b>Variety of Mediums</b>	A variety of mediums were utilized throughout the campaign to effectively promote grammar.	A variety of mediums were somewhat utilized throughout the campaign to promote some grammar.	A variety of mediums was lacking in the campaign and reflects little promotion of grammar.	A variety of mediums is not evident in the promotion of grammar.
<b>Content of Status Reports &amp; Inter-office Memos</b>	Status Reports and Memos are easy to read and contain relevant information. All components reflect depth in comprehension of the subject.	Status Reports and Memos are somewhat easy to read and contain relevant information. Components reflect some depth in comprehension of the subject.	Status Reports and Memos are difficult to read. Components reflect little depth in comprehension of the subject.	There is no evidence of Status Reports or Memos.
<b>Design Journal &amp; Reflection</b>	Thoroughly examines your experience throughout the campaign; includes an analysis of the quality of work produced, as well as improvements which could be made.	Somewhat examines your experience throughout the project; lacking an assessment of the quality of work produced and areas of improvement.	Reflection on your experience is minimal. A basic evaluation of your experience is provided. Most of the Reflection is incomplete.	There is no evidence of a Design Journal or Reflection.

<b>Critical Thinking &amp; Problem Solving</b>	Knowledge and skills are extended to increase critical thinking and problem solving. Questions are developed that lead to meaningful insights and solutions.	Knowledge and skills are somewhat extended to increase critical thinking and problem solving. Questions are developed that lead to some insights and solutions.	Knowledge and skills to increase critical thinking and problem solving are lacking. Questions are developed that provide little insight or solution.	There is no evidence of critical thinking or problem solving. There is no evidence of insights or solutions.
<b>Team Cooperation</b>	All team members were contributing partners in the project. No teacher intervention was needed.	All team members were contributing partners in the project. Some teacher intervention was needed.	Some team members were not contributing to the project. Teacher intervention was required.	Team members did not cooperate with each other. Teacher intervention was necessary.

**Total:** \_\_\_\_\_

**Grade:** \_\_\_\_\_