

## Pittsburg Community Middle School Standards-Based Learning Rubric Explanation

A rubric is given to the students for each essential outcome covered in a standards-based class. Each of the levels builds on the others and explains what learning the students have to demonstrate in order to earn that score. The students must master each level as they move up the rubric. For example, students cannot earn a 3 until they have shown mastery of level 2.

**The wording in bold is used in every rubric given to students.** *The wording in italics is an explanation of each level.*

Score	Description: ~ Marketing Brochure - <b>Abilities for a Technological World [Technological Literacy]</b> , <b>Standard 11:</b> Students will develop an understanding to apply the design process. (Microsoft Publisher)	Additional Notes:
<b>4</b>	<p><b>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <i>The brochure will explain Product, Communication and Promotion Decisions. Other topics will be product guarantee/warranty and company information.</i></b></p> <p>~ Brings needed materials to class and is always ready to work.            ~ Consistently stays on the task and what needs to be done. Very self-directed.            ~ Routinely uses time wisely, throughout the project to ensure things get done on time.</p> <p><b>Marketing and Advertising</b> (<i>Market research, target marketing, advertising potential, communications and promotional decisions</i>). The project was excellent, very neat and the content was very detailed. Appealing to future customers. Publisher document was excellent.</p> <p><b>Attractiveness &amp; Organization</b> - The brochure has exceptionally attractive formatting &amp; well-organized information. It has a front, inside, and back. All of the required information is included in each section.</p> <p><b>Graphics /Pictures</b> - Graphics complement the text, and do not distract from the text. There are three (3) or more appropriate pictures that illustrate Westingtown well.</p> <p><b>Spelling &amp; Grammar</b> - No spelling or grammar errors appear on your brochure. All areas have specific labels and are appropriate for each area.</p> <p><b>Neatness</b> - Brochure is excellent and prepared with extreme neatness. Student understands publisher software.</p>	
3.5	<p><b><i>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications with partial success.</i></b></p>	
<b>3</b>	<p><b>While engaged in grade appropriate tasks, the student demonstrates proficiency of all foundational material and can apply key concepts, processes and skills such as: <i>The brochure will explain Product, Communication and Promotion Decisions. Other topics will be product guarantee/warranty and company information.</i></b></p> <p>~ Usually brings needed materials to class and is always ready to work.            ~ Consistently stays on the task and what needs to be done. Self-directed.            ~ Uses time wisely and works hard throughout the project to ensure things get done.</p>	

	<p><b>Marketing and Advertising</b> (<i>Market research, target marketing, advertising potential, communications and promotional decisions</i>). The project content was good and detailed. Project appeals to future customers. Publisher document was good.</p> <p><b>Attractiveness &amp; Organization</b> - The brochure has attractive formatting &amp; well-organized information. Most of the required information is included but may not be in the correct area or may be incomplete.</p> <p><b>Graphics /Pictures</b> - Graphics go well with the text, and there are not so many that they distract from the text.</p> <p><b>Spelling &amp; Grammar</b> - There are a few spelling or grammar errors; All areas are labeled but may not be appropriate for that area.</p> <p><b>Neatness</b> - Brochure is good and prepared with extreme neatness. Student understands publisher software.</p> <p><b>No major errors or omissions with level 2 or 3 elements.</b></p>	
2.5	<p>The student demonstrates no major errors or omissions regarding level 2 elements and a partial knowledge of level 3 elements.</p>	
2	<p>The student demonstrates an understanding of all foundational material, but is still working to proficiency. The brochure will explain Product, Communication and Promotion Decisions. Other topics will be product guarantee/warranty and company information.</p> <p>~ Almost always brings needed materials but sometimes needs to settle down and get to work.</p> <p>~ Has trouble staying on the task and needs to be told to use time wisely.</p> <p>~ Tends to procrastinate, but managed to get things done by the deadline.</p> <p><b>Marketing and Advertising</b> (<i>Market research, target marketing, advertising potential, communications and promotional decisions</i>). The project content was fair, some details were missing. Publisher document was fair.</p> <p><b>Attractiveness &amp; Organization</b> - The brochure has useful information. Some of the required information is included but may not be in the correct area or may be incomplete.</p> <p><b>Graphics /Pictures</b> - Graphics go well with the text, but there are too few/too many and the brochure seems to have too much text.</p> <p><b>Spelling &amp; Grammar</b> -There are several spelling or grammar errors; Many areas are not labeled and may not be appropriate for that area.</p> <p><b>Neatness</b> - Brochure is poor and sloppy in preparation. Student lacks knowledge of publisher software.</p> <p><b>However, there are major errors or omissions with level 3 elements.</b></p>	
1.5	<p>The student demonstrates an understanding of all level 2 elements with support and independent understanding of some level 2 elements.</p>	

1	<p><b>The student demonstrates an understanding of all level 2 elements or some level 2 elements of the foundational material with support.</b></p>	
	<p>~ Student forgets needed materials or is rarely ready to get to work.  ~ Sometimes refuses to participate in activity.  ~ Rarely gets things done by the deadlines and student has inadequate time-management  ~ Student literally did nothing during project.</p> <p><b>Marketing and Advertising</b> (<i>Market research, target marketing, advertising potential, communications and promotional decisions</i>). The project content was poor, many details were missing. Publisher document was not complete.</p> <p><b>Technical Content</b> - Technical content about Product, Communication and Promotion decisions were missing. Product guarantee/warranty and company information was poor.</p> <p><b>Attractiveness &amp; Organization</b> - The brochure's formatting &amp; organization are confusing to the reader. Much information is missing or is not in the correct area.</p> <p><b>Graphics /Pictures</b> - Graphics do not go with the accompanying text or appear to be randomly chosen, or are missing.</p> <p><b>Spelling &amp; Grammar</b> - Several spelling and/or grammar errors appear in your brochure. Most areas are not labeled and may not be appropriate for that area.</p> <p><b>Neatness</b> - Brochure is not complete and extremely sloppy in preparation. Student lacks knowledge of publisher software.</p>	