

Name _____ Date _____
Class _____

Activity Evaluation Form

	Exemplary	Adequate	Minimal	Attempted
Knowledge of Content				
Organization				
Mechanics				
Presentation				
Creativity				

COMMENTS:

Name _____ Date _____
Class _____

**Cooperative Learning Project
Evaluation Form A: Process**

	Exceptional	Admirable	Acceptable	Amateur
Group Participation				
Shared Responsibility				
Quality of Interaction				
Roles Within Group				

COMMENTS:

Political Ads for 2004 Election

CATEGORY	4	3	2	1
Positive ad DNC	Presents a postive ad for the candidate. Student explains the ad and supports thier views using information learned from the handouts.	Presents a postive ad for the candidate. Student explains the ad and supports thier views using some information learned from the handouts.	Presents a postive ad for the candidate. Student explains the ad and supports thier views using 2 things learned from the handouts.	Presents a postive ad for the candidate. Student explains the ad and supports thier views using only personal opinions and no facts learned from the handouts.
Negative ad DNC	Presents a negative ad for the candidate. Student explains the ad and supports thier views using information learned from the handouts.	Presents a negative ad for the candidate. Student explains the ad and supports thier views using some information learned from the handouts.	Presents a negative ad for the candidate. Student explains the ad and supports thier views using 2 things learned from the handouts.	Presents a negative ad for the candidate. Student explains the ad and supports thier views using only personal opinions and no facts learned from the handouts.
Positive ad GOP	Presents a postive ad for the candidate. Student explains the ad and supports thier views using information learned from the handouts.	Presents a postive ad for the candidate. Student explains the ad and supports thier views using some information learned from the handouts.	Presents a postive ad for the candidate. Student explains the ad and supports thier views using 2 things learned from the handouts.	Presents a postive ad for the candidate. Student explains the ad and supports thier views using only personal opinions and no facts learned from the handouts.
Negative ad GOP	Presents a negative ad for the candidate. Student explains the ad and supports thier views using information learned from the handouts.	Presents a negative ad for the candidate. Student explains the ad and supports thier views using some information learned from the handouts.	Presents a negative ad for the candidate. Student explains the ad and supports thier views using 2 things learned from the handouts.	Presents a negative ad for the candidate. Student explains the ad and supports thier views using only personal opinions and no facts learned from the handouts.
Classtime	Routinely uses time well throughout the project to ensure things get done on time. Does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND has to adjust deadlines or work responsibilities because of this person's inadequate time management.

6+1 Trait Writing Model : Persuasive commercial

CATEGORY	4	3	2	1
Ideas	Writer stays on topic. Writer shares many original ideas or thoughts.	Writer is on topic most of the time. Writer shares some original thoughts and ideas.	Writer stays on topic only part of the time. Writer shares an original thought, but it is difficult to fully understand.	Writer is off topic frequently and has few original ideas within the piece of writing.
Organization	Clear topic with a catchy introduction and conclusion. Logical sequencing is present at all times.	Overall, the topic is present, but at times is a little off. Catchy Introduction or conclusion is present. Logical sequencing is present most of the time.	Topic seems a little unclear. Introduction or conclusion is there but difficult to spot. Logical sequencing seems to be hard to follow.	Topic is not clear. No introduction or Conclusion is present. No logical sequence to the writing.
Word Choice	Excellent use of vocabulary. Descriptive words are used throughout the paper. Words paint a vivid picture for the reader to imagine.	Fair use of vocabulary. Some words or phrases are descriptive. At times, the reader can picture an image.	Average use of vocabulary were used, but at times, seems to repeat. Few descriptive words were used throughout the paper.	Poor use of vocabulary. Sentences seem to begin the same way.
Voice	Triggers a strong response in the reader. Shows strong emotion.	Triggers a mild response in the reader. At times, the writer shows feeling.	Triggers little to no emotion in the reader. Few feelings or emotions are shown throughout the paper.	No emotion is shown throughout the paper. The writing almost seems robotic.
persuasiveness	Writer shows great effort to persuade.	Writer shows some effort to persuade.	Writer shows little effort to persuade.	Writer shows no effort to persuade.
Total presentation	Paper was completed on time. Paper looks neat. Time in class was spent wisely.	Paper was completed on time. Paper looks neat, but could be cleaned up in a couple of places. Time in class was spent wisely.	Paper was not completed on time. Paper looks a little messy. Time in class was not always spent wisely.	Paper was not completed on time. Paper looks messy. Time in class was not spent

6+1 Trait Writing Model : Editorial on Presidential Election

CATEGORY	4	3	2	1
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is a seemingly of information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the argument is unsupported.	Supporting details and information are relevant, but several key issues or portions of the argument are unsupported.	Supporting details are typically unrelated to the topic.
Commitment (Voice)	The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer attempts to make the reader care about the topic, but is not really successful.	The writer makes the reader care about the topic.
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear statement of the main topic or preview of the paper.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion; the paper just ends.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are out of expected order and make no sense that the writer is trying to say.

Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported accurately.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack variety and appear incomplete or awkward.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.

Newspaper : Editorial or Editorial Cartoon

CATEGORY	4	3	2	1
Editorials - Worthwhile	The information was accurate and there was a clear reason for including the editorial in the newspaper.	The information was accurate and there was a fairly good reason for including the editorial in the newspaper.	The information was occasionally inaccurate or misleading, but there was a clear reason for including the editorial in the newspaper.	The information was typically inaccurate, misleading or libelous.
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
Articles - Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.
Articles - Purpose	90-100% of the editorial establishes a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the editorial establishes a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the editorial establishes a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the editorial establishes a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper

Analysis of A Work of Art : Creating a Political Cartoon

CATEGORY	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
Information	The cartoon reflects a clear and concise understanding of a political event or issue with creativity.	The cartoon reflects a clear and concise understanding of a political event or issue.	The cartoon reflects a general understanding of a political event or issue.	The cartoon does not reflect an understanding of a political event or issue.
Persuasion	The artist's view on the issue is clearly and creatively portrayed.	The artist's view on the issue is clearly portrayed.	The artist's view on the issue is somewhat clear.	The artist's view on the issue is not presented clearly.
Animation	The artist demonstrates emphasis with creativity. The mood of the characters is clear and space is organized in a defines setting.	The artist demonstrates emphasis. The mood of the characters is clear and space is organized in a defines setting.	The artist attempts to show emphasis. The mood of the characters is not consistant, or the setting is not clear.	The artist does nor attempt to show emphasis. The mood of the characters is not evident. The setting is unclear.
Craftsmanship	The artist has created a high quality cartoon that demonstrates creativity with marker and colored pencils.	The artist has created a quality cartoon that demonstrates skill with marker and colored pencils.	The artist has created a cartoon with less than 2 mistakes that demonstrates little skill with marker and colored pencils.	The artist has created a cartoon that has many mistakes or does not demonstrates skill.

Political Speech Notes

CATEGORY	4 Advanced	3 Proficient	2 Partially Proficient	1 Unsatisfactory
Outline	Detailed Outline is provided.	Outline is provided and shows effort.	Outline is provided, but lacking	No Outline
Note Cards	Note cards are provided and organized.	Note cards are provided and contain needed information.	Note cards are provided, but lacking.	No note cards.
Works Cited	Works Cited Page is provided with 3 sources in MLA Format.	Works Cited Page is provided with 3 sources.	Works Cited Page is provided with 1-2 sources.	No Works Cited Page.
Rhetorical Devices	3 Rhetorical Devices are neatly labeled and easy found.	3 Rhetorical Devices are labeled.	Not all Rhetorical Devices are labeled.	Did not label Rhetorical Devices
Presentation	Notes are clean, legible and organized.	Notes are a bit sloppy, but are organized and get the job done.	Notes are hard to read, or sloppy and unorganized.	Notes are minimal and/or unpresentable

Class Debate : POLITICAL PARTY CANDIDATE DEBATE

CATEGORY	4	3	2	1
Respect for other Candidates	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Presentation Style	Candidate consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Candidate usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Candidate sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Candidate had a presentation style that did not keep the attention of the audience.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Understanding of Topic	The Candidate clearly understood the 3 topics in-depth and presented their information forcefully and convincingly.	The Candidate clearly understood the 3 topics in-depth and presented their information with ease.	The Candidate seemed to understand 2 of the 3 main points of the topic and presented those with ease.	The Candidate did not show an adequate understanding of more than 1 of the topics.