

PROJECT RUBRIC (UNIT 1)
8TH grade
Name: _____ **Date:** 27th April **Mark:** _____

MARKS: _____ / 35

Objective: Write a green advert and present in front of the class.

Criteria	5 MARKS	4 MARKS	3 MARKS	2 MARKS	1 MARK
Task fulfillment (WORK IN CLASS)	Fully covers all the steps required by the task: Think, Prepare, Write and Check.	Covers all the steps required by the task: Think, Prepare, Write and Check.	Covers all the steps required by the task: Think, Prepare, Write and Check but with some detail missing.	Covers all the steps required by the task but with a lot of details missing.	Doesn't cover all the steps required by the task.
Language	Uses key vocabulary: rooms, places in the home, furniture and your environment accurately, with no or very few spelling mistakes.	Uses key vocabulary: rooms, places in the home, furniture and your environment accurately, with no or only a few spelling mistakes.	Uses some key vocabulary: rooms, places in the home, furniture and your environment , with some spelling mistakes.	Uses limited key vocabulary: rooms, places in the home, furniture and your environment , with several spelling mistakes.	Uses very limited vocabulary: rooms, places in the home, furniture and your environment , with many spelling mistakes.
Organization (X2)	Organizes the advertisement into three sections. Organizes the text so that the reader understands all of the message.	Organizes the advertisement into two or three sections. Organizes the text so that the reader understands most of the message.	Organizes the advertisement into two sections. Organizes some of the text so that the reader understands some of the message.	Organizes the advertisement into one or two sections. Doesn't organize the text so that the reader understands little of the message.	Doesn't organize the advertisement into sections. Doesn't organize the text so that the reader understands very little of the message.
Subskill	Shows understanding of the subskill: uses for example, such as and like to give examples accurately with no or very few mistakes.	Shows understanding of the subskill: uses for example, such as and like to give examples with only a few mistakes.	Shows some understanding of the subskill: there's a limited use of for example, such as and like to give examples but with some mistakes.	Shows little understanding of the subskill: there's very limited use of for example, such as and like to give examples with mistakes.	Shows no understanding of the subskill: doesn't use for example, such as and like to give examples .
Genre	Uses several phrases accurately as appropriate for the writing genre: headings, an important phrase about the product and a summary .	Uses phrases as appropriate for the writing genre: headings, an important phrase about the product and a summary .	Uses some phrases as appropriate for the writing genre: headings, an important phrase about the product and a summary .	Uses very few phrases for the writing genre: headings, an important phrase about the product and a summary .	Doesn't use any phrases as appropriate for the writing genre: headings, an important phrase about the product and a summary .
Presentation (X2)	Speaks clearly and confidently with appropriate volume and voice control . Shows excellent fluency with natural pauses. Uses accurate pronunciation with very few errors. Maintains consistent eye contact and engages the audience effectively.	Speaks clearly with generally appropriate volume and voice . Shows good fluency with some hesitation. Uses mostly accurate pronunciation with few errors. Maintains eye contact most of the time and engages the audience.	Speaks with some clarity , but volume or voice may vary. Shows some fluency , with noticeable pauses or hesitation. Makes some pronunciation errors that do not prevent understanding. Uses limited eye contact .	Speaks with difficulty in clarity , often too soft or uneven volume. Shows limited fluency with frequent pauses. Makes several pronunciation errors that affect understanding. Uses very little eye contact .	Has unclear speech with inappropriate volume or voice. Shows very limited fluency , with many pauses. Makes many pronunciation errors that make understanding difficult. No eye contact with the audience.