

When using a rubric such as this, indicate the student's level of success by highlighting the indicators within each category.

### Classroom Evaluation Rubric (Example based on 4-point scale)

	Mastery (4)	Proficient (3)	Approaching (2)	Beginning (1-0)
<b>Research, Development, &amp; Reflection</b>  <p style="text-align: right; color: red;">3.25/4</p>	<ul style="list-style-type: none"> <li>Evidence of thorough research using multiple reliable resources (with citations)</li> <li>Clear &amp; effective learning targets set at beginning</li> <li>Excellent planning &amp; self-reflection that impacts the quality of the product (before &amp; during development)</li> <li>Thorough reflection on the process &amp; learning after completion</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of research with reliable resources</li> <li>Learning targets set</li> <li>Planning &amp; self-reflection is evident before, during, &amp; after</li> </ul>	<ul style="list-style-type: none"> <li>Lack of quality resources</li> <li>Targets required refinement from beginning</li> <li>Some self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Little/No evidence of research</li> <li>Goals were unclear</li> <li>Little/no reflection throughout process</li> </ul>
<b>Product</b>  <p style="text-align: right; color: red;">2.75/4</p>	<ul style="list-style-type: none"> <li>High-quality, original, &amp; appealing product that will excite &amp; motivate the audience</li> <li>Format of the product effectively promotes learning throughout</li> <li>Thoughtful, user-friendly organization</li> <li>Attention to detail evident through effective editing</li> </ul>	<ul style="list-style-type: none"> <li>Appealing product that is mostly unique</li> <li>Audience may have to review product for learning to occur</li> <li>Evidence of organization</li> <li>Few errors that detract from message</li> </ul>	<ul style="list-style-type: none"> <li>Product is complete</li> <li>Format requires attention so audience will be able to learn</li> <li>Inconsistent organization</li> <li>Project requires editing</li> </ul>	<ul style="list-style-type: none"> <li>Incomplete product</li> <li>Quality of product impedes learning</li> <li>Little/No organization</li> <li>Little/No attention to editing</li> </ul>
<b>Purpose &amp; Impact</b>  <p style="text-align: right; color: red;">3.5/4</p>	<ul style="list-style-type: none"> <li>Designed effectively to target youth/peers throughout product</li> <li>Audience will certainly change behaviours &amp; become self-reflective after using product</li> <li>Clearly meets a need in the community compared to other resources</li> <li>Product is easily accessible for the target audience</li> </ul>	<ul style="list-style-type: none"> <li>Target audience is clear</li> <li>Audience will learn something after using</li> <li>Unique product</li> <li>Product is mostly accessible</li> </ul>	<ul style="list-style-type: none"> <li>Target audience is unclear at times</li> <li>Audience unlikely to change behaviours</li> <li>Mostly unique</li> <li>Audience will need to search to find product</li> </ul>	<ul style="list-style-type: none"> <li>Target audience is unclear</li> <li>Product does not motivate audience to change behaviour</li> <li>Product is not unique</li> <li>Product will not be accessible to an audience</li> </ul>
<b>Financial Content</b>  <p style="text-align: right; color: red;">7.5/8</p>	<ul style="list-style-type: none"> <li>Entire product focuses on goal of increasing financial capability</li> <li>Accurate, subject-specific vocabulary (more than 5 accurate financial terms)</li> <li>Directly meets one or more outcomes in financial literacy curriculum (discuss with teacher)</li> <li>Relevant, unique, &amp; insightful approach to financial content</li> </ul>	<ul style="list-style-type: none"> <li>Focus on finance is clear throughout</li> <li>Subject-specific vocabulary is present</li> <li>Relates to a financial literacy outcome</li> <li>Unique approach to financial content</li> </ul>	<ul style="list-style-type: none"> <li>Financial focus is unclear at times</li> <li>Vocabulary somewhat reflects the message &amp; audience</li> <li>Financial literacy outcome is somewhat clear</li> <li>Project is somewhat unique</li> </ul>	<ul style="list-style-type: none"> <li>Financial focus is unclear</li> <li>Little evidence of effective vocabulary</li> <li>Little/No clear connection to financial literacy outcome</li> <li>Project's approach requires more thought</li> </ul>

In this category, the student received a 4 (1<sup>st</sup> indicator), a 3 (2<sup>nd</sup> indicator), and two 3's for the reflection-focused indicators. Notice that the two reflection indicators in Mastery, are more easily represented by one indicator in the other columns.

For "Financial Content", the teacher has raised the value to 8 instead of 4 to better reflect the importance of subject-specific knowledge and a specific outcome.

After calculating all categories, the overall mark would be 17/20 or 85%.