## My Money, My Future: Classroom Evaluation Rubric

|                                     | Mastery (5)   | Proficient (4)   | Approaching (3-2) Beginning (1-0)  |   |
|-------------------------------------|---|--|--|---|
| Research, Development, & Reflection | <ul> <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> <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> <li>Lack of quality resources</li> <li>Targets required refinement from beginning</li> <li>Some self-reflection</li> </ul>  | <ul> <li>Little/No evidence of research</li> <li>Goals were unclear</li> <li>Little/no reflection throughout process</li> </ul>   |
| Product /5                          | <ul> <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> <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> <li>Product is complete</li> <li>Format requires<br/>attention so audience<br/>will be able to learn</li> <li>Inconsistent<br/>organization</li> <li>Project requires editing</li> </ul>                      | <ul> <li>Incomplete product</li> <li>Quality of product impedes learning</li> <li>Little/No organization</li> <li>Little/No attention to editing</li> </ul>   |
| Purpose & Impact                    | <ul> <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> <li>Target audience is clear</li> <li>Audience will learn<br/>something after using</li> <li>Unique product</li> <li>Product is mostly<br/>accessible</li> </ul>  | <ul> <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> <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>                |
| Financial<br>Content                | <ul> <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> <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> <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> <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> |

| Presentation | Presenter is an expert on the subject                       | Presenter is:                       | Reliance on script                           | Little evidence of preparation |
|--------------|---|-------------------------------------|--|--------------------------------|
|              | <ul> <li>Little reliance on script</li> </ul>               | • Clear                             | <ul> <li>Lack of clarity at times</li> </ul> | Purpose is unclear             |
|              | <ul> <li>Engaging &amp; Interactive presentation</li> </ul> | Concise                             | <ul> <li>Little engagement with</li> </ul>   |                                |
|              | techniques  | Confident & Prepared                | audience                                     |                                |
|              | <ul> <li>Clear purpose throughout</li> </ul>                | <ul> <li>Mostly Engaging</li> </ul> | <ul> <li>Purpose requires more</li> </ul>    |                                |
|              |   |                                     | focus at times                               |                                |
| ,_           |   |                                     |  |                                |
| /5           |   |                                     |  |                                |

## **Comments:**

National and regional judges will use the rubric based on the PROFILE criteria. Access the Judges' Rubric on SaskMoney.ca.

| Р | Practical          | Is it feasible to implement? Is it easy to use? Can it be scaled up to use?     |
|---|--------------------|---|
| R | Relevant           | Is the topic and content relevant to youth and what youth care about?           |
| 0 | Original           | Is it creative and new - and represents a new way of teaching a topic or skill? |
| F | Financial Content  | Is the financial information and content accurate and applicable to youth?      |
| 1 | Impact Potential   | Is it going to appeal to youth and engage their interest?                       |
| L | Learning Potential | is there good potential for youth learning financial knowledge/skills?          |
| Ε | Exceptional        | Does it stand out? Overall impact it has on judges.                             |