Float That Boat Project Rubric

	4	3	2	1
Content and Understanding	• I effectively describe the history or sequence of events that led to the boat design (experimentation with density, buoyancy, and construction of boat). • My rationale is clearly supported by data I collected during the experimentation of my toy boat design. • I use a wide variety of technology and writing skills to complete the project. • I make important connections and offer unique ideas between the concepts I learned and the toy boat design.	• I describe the history or sequence of events that led to the boat design (experimentation with density, buoyancy, and construction of boat). • My rationale is supported by data I collected during the experimentation of my toy boat design. • I use a variety of technology and writing skills to complete the project. • I make connections and offer unique ideas between the concepts I learned and the toy boat design.	• I describe the history or sequence of events that led to the boat design (experimentation with density, buoyancy, and construction of boat) with some errors. • My rationale has limited support with data I collected during the experimentation of my toy boat design. • I need some assistance in choosing technology and writing skills to complete the project. • I make few or no connections and offer some ideas between the concepts I learned and the toy boat design.	• I do not describe the history or sequence of events that led to the boat design (experimentation with density, buoyancy, and construction of boat). • My rationale has no support or data. • I need assistance in choosing technology and writing skills to complete the project. • I need assistance to make connections and do not offer ideas between the concepts I learned and the toy boat design.
Oral and Written Presentation	• I communicate effectively and persuasively. • I convey clear, focused main ideas that are supported by well-chosen details and examples. • I design my presentation to match the topic, audience, and purpose. • I use my brochure or presentation to effectively communicate my information to the audience.	• I communicate completely with some persuasion. • I convey main ideas that are supported by important details and examples. • I design most of my presentation to match the topic, audience, and purpose. • I use my brochure or presentation to communicate my information to the audience.	• I communicate some without much persuasion. • I convey a main idea but I do not support it effectively. • I design a presentation that does not effectively match the topic, audience, or purpose. • My brochure or presentation does not clearly communicate my information to the audience.	• I communicate in a limited manner. • I do not present or support main ideas. • I do not match my presentation to the topic, audience, or purpose. • My brochure or presentation does not communicate my information to the audience.

Organization and Mechanics	- I present my information in a clear and logical order. - I make understandable connections and transitions among ideas or topics. - I use formatting consistently throughout the presentation. - I show clear evidence of proofreading. - I have no noticeable errors.	- I present my information in order. - I connect ideas. - I use different styles of formatting, but it does not interfere with the presentation. - I show evidence of proofreading. - I have a few errors that do not detract from my presentation.	- I present some of my information out of order. - I usually connect ideas but some ideas are not connected. - I use inconsistent formatting that detracts from the presentation. - I show some evidence of proofreading. - I have some errors that detract from my presentation.	- I present my information in a disorganized way. - I do not connect ideas. - I use inconsistent formatting that interferes with the presentation. - I show little or no evidence of proofreading. - I have many errors that significantly detract from the meaning of my presentation.