

Student Name \_\_\_\_\_

Project Title \_\_\_\_\_

Evaluation Date \_\_\_\_\_

Estimated Total Project Hours \_\_\_\_\_

### TAGOS Project Rubric

Category	4 (Best)	3	2	1 (Worst)
<b>Project Process</b>	Thoroughly completes <b>all</b> items on the project checklist.	Missing <b>one or two</b> items on the project checklist.	Missing <b>three or more</b> items on the project checklist.	<b>Minimal</b> or <b>no</b> use of project checklist.
<b>Time Management</b>	Uses time <b>efficiently</b> .  Meets <b>all</b> deadlines with <b>no</b> prompting.	Uses time <b>acceptably</b> .  Meets <b>most</b> deadlines with <b>little</b> prompting.	Uses time <b>inconsistently</b> .  Meets <b>some</b> deadlines with <b>frequent</b> prompting.	Uses time <b>unproductively</b> .  Meets <b>few</b> or <b>no</b> deadlines and completes <b>few</b> tasks independently.
<b>Documentation of Time and Learning</b>  (Time should be logged for <b>all</b> time spent working on the project.)	Time logs are <b>consistent, detailed, and accurate</b> for <b>all</b> phases <sup>1</sup> of the project.  Time logs include <b>analysis</b> of learning (i.e. how information fits into the project and/or the quality of the information found).	Time logs are <b>consistent</b> and <b>accurate</b> for <b>all</b> phases <sup>1</sup> of the project.  Time logs include <b>detailed</b> descriptions of how time was spent, including <b>cited sources</b> and kind of information found.	Time logs are missing for <b>one or two</b> phases <sup>1</sup> of the project.  Time logs are <b>accurate</b> , but descriptions of how time was spent are <b>brief</b> (i.e. short phrases).	Time logs are missing for <b>three or more</b> phases <sup>1</sup> of the project.  Time is logged in <b>large chunks</b> (i.e. 5 to 10 hours), with <b>few</b> or <b>no details</b> about how time was spent (e.g., “research,” “writing”).
<b>Research</b>	Uses and cites a <b>variety</b> of sources, including a <b>live resource</b> , in MLA/APA format.  <b>Keeps</b> and <b>organizes</b> notes.	Uses and cites <b>multiple</b> sources, including a <b>live resource</b> .  <b>Keeps</b> and <b>organizes</b> notes.	Uses <b>few</b> sources.  Keeps <b>inconsistent</b> notes and citations.	Uses <b>few</b> sources.  Keeps <b>few</b> or <b>no</b> notes.
<b>Product(s)</b>	Displays <b>professional</b> craftsmanship.  <b>Effectively</b> expresses ideas.  Shows <b>creativity</b> .	Displays <b>quality</b> craftsmanship.  Expresses ideas.	Displays <b>fair</b> craftsmanship.  Expresses ideas.	Displays <b>poor</b> craftsmanship.  Expresses <b>few</b> or <b>no</b> ideas.
<b>Thinking<sup>2</sup></b>	Project demonstrates <b>analysis, synthesis,</b> and/or <b>evaluation</b> .	Project demonstrates <b>application</b> .	Project demonstrates <b>knowledge</b> and <b>comprehension</b> .	Project demonstrates <b>little</b> depth of thought.

<sup>1</sup>Phases of the project include: **Planning, Research, Product Creation, Presentation, and Revision.**

<sup>2</sup>Did you do any of the following?

**Knowledge:** Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write

**Comprehension:** Conclude, Demonstrate, Discuss, Explain, Generalize, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize

**Application:** Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use

**Analysis:** Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Separate

**Synthesis:** Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite

**Evaluation:** Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select

Please refer to the **6 Trait Writing Rubric** for written products and the **Oral Presentation Rubric** for oral products.