

BEACH PARTY PROJECT PROPOSAL

STUDENT: _____ EVALUATOR: _____ DATE: _____

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)	EXTRA - ORDINARY (Creatively Above & Beyond)
Final Product (30%)	<ul style="list-style-type: none"> Proposal does not include a map of the party location or is missing the date, season, or time frame for the beach party. Does not explain why the location and date was selected based on the seasons and tides. Does not explain why the time frame was chosen based on the sun's location and tides. Does not accurately relate the band setup to the high and low tide time periods. Does not accurately describe how the moon's phase will affect the fireworks show. One or more group members cannot explain how the sun, moon, seasons, and tides affected the party planning. 	<ul style="list-style-type: none"> Proposal includes a map your specific city, with the date, season, and time frame for beach party. Explains why the location and date was selected as it relates to the season and tides. Explains why the time frame was selected based on the sun's location and the tides. Describes when the band will play as a result of the high and low tide periods. Describes where the moon will be located during the party and its effect on the fireworks display. ALL group members are able to explain the science behind the party planning decisions if asked during the presentation. 	<i>In addition to meeting the proficient criteria...</i> <ul style="list-style-type: none"> Proposal also provides an agenda for the party that includes times for swimming, band performance, and fireworks. Designs a visual image of the beach party set up that illustrates the locations for swimming, the band platform, and viewing of the fireworks show. 	
	0 ----- 10 ----- 20	21 ----- 24 ----- 26	27 ----- 28 ----- 29	30
Content (50 %)	<ul style="list-style-type: none"> Cannot describe how the Sun creates daytime and nighttime on Earth. Does not explain how the Earth's tilt and rotation causes seasonal changes on Earth's surface. Cannot demonstrate how seasons change using a model. Does not explain how the position of the moon changes our view of the moon on Earth. Cannot describe how tides are related to the sun and moon's distance from Earth. 	<ul style="list-style-type: none"> Describes how the rotation of the earth creates daytime and nighttime. Draws an illustration to show how the position of the sun creates day and night. Explains how the Earth's tilt and rotation causes seasonal changes on Earth's surface and if distance from the sun has any effect. Demonstrates how seasons change using at least one model. Explains how the moon's location affects what portion of it we can see from here on Earth. Describes how the gravitational pull of the sun and moon results in ocean tides on Earth. 	<i>In addition to meeting the proficient criteria...</i> <ul style="list-style-type: none"> Uses 3-D models of the Earth and Sun to show how the position of the sun creates day and night. Creates a model to demonstrate how the Earth's tilt and rotation causes seasonal change. Able to identify the phases of the moon using appropriate terms (waxing, waning, crescent, gibbous, full, and new). Identifies what conditions will create the highest high tides (spring tides) and the lowest low tides (neap tides). 	
	0 ----- 15 ----- 34	35 ----- 40 ----- 44	45 ----- 47 ----- 49	50

Collaboration (10 %)	<ul style="list-style-type: none"> • Does not complete assigned tasks • Does not talk with group members in planning • Does not help create presentation • Speaks disrespectfully to others or participates in frequent off -task discussions 	<ul style="list-style-type: none"> • Does his/her assigned work • Speaks with group members during class to make decisions, research, and plan presentation • Helps group with creating presentation • Speaks nicely to group members without yelling or arguing 	<i>In addition to meeting the proficient criteria...</i> <ul style="list-style-type: none"> • Leads group in staying on task • Offers to assist/explain concepts to group members who do not understand 	
	0 ----- 3 ----- 6	7 ----- 8	9- ----- 10	
Communication (10 %)	<ul style="list-style-type: none"> • Volume is too low, speech is difficult to understand, or repetitive words are used (like.....um...yeah) • Little eye contact with audience and mostly reads directly from notes • Communicates ideas in proposal with incomplete thoughts, many grammar or spelling mistakes, and illegible writing or visual images. 	<ul style="list-style-type: none"> • Speaks clearly while presenting to evaluator • Makes eye contact with audience and does not read directly from visuals or notes. • Effectively communicates ideas in proposal using complete sentences, few grammar or spelling errors, and neat handwriting or visual images. 	<i>In addition to meeting the proficient criteria...</i> <ul style="list-style-type: none"> • Engages audience/ evaluator • Dresses, acts, and speaks professionally while presenting 	
	0 ----- 3 ----- 6	7 ----- 8	9- ----- 10	

COMMENTS: