

Communication of Community Relations Map brochure rubric

The criteria for this rubric was designed with student and teacher input. There are some effective communication strategies that establish basic communication criteria for all presentations given. This rubric, designed specifically for communicating the brochure, includes those basic criteria in addition to brochure communicating criteria.

Standard: The student communicates in written, oral and visual forms; the student is able to express ideas orally based on research and experiences

Basic communication criteria (definitions/strategies brainstormed attached):

- eye contact
- acceptable pace and tone
- voice projection
- “professionalism”
- body “awareness”
- “memorization”

Brochure communication criteria:

Students must choose one of these strategies to serve as their criteria for presenting their brochure. Assessment is based on: 1) choice of strategy and use, 2) pointing out of items on brochure, 3) process of how/what collected research to compile in brochure. All group members are required to speak.

Brochure presentation strategy choices:

- Brochure per table
- Overhead transparencies of brochure
- Use TV to display
- Enlarge brochure copy (own time/\$)

Scalar:

4 Effectively uses and applies basic communication strategies; Brochure presentation strategy chosen is effective

3 Uses and applies basic communication strategies; Brochure presentation strategy chosen is strong

2 Adequately uses and applies basic communication strategies; Brochure presentation strategy chosen is adequate

1 Basic use and application of basic strategies; Brochure presentation strategy is basic and demonstrates inadequate preparation

NAME:

Project information sheet for “Get out the map!” campaign...Community Relations Map task

- I. Background:** You have been working on a variety of mapping activities during our “*Get out the Map!*” campaign to prepare you for the task of creating a “Community Relations Map.” You have learned: how to sketch maps, locate places mentally, about elements of a map through a video, listened for mapping and geography in music, made observations and drawn conclusions about map elements through movement, interpreted charts and graphs as a way of looking at mapping, and created a large scale/small scale inset map also. All of these things have been directly about you and your community. Thinking about all of the things you have learned about mapping through these experiences it is now time for you to create a “Community Relations Map” with your task team.
- II. Performance task:** Since our Hill country community is uniquely characterized by having three smaller or “sub communities” separated by lengthy distances with all students feeding into the same intermediate school and a growing number of new community members yearly , and in an effort to draw the community closer together, the school district is seeking researchers to compile (make-up, design) a brochure for it’s “Get out the Map!” campaign. This brochure will assist new community members in two ways: 1) the actual layout of the hill country community (the map), and 2) to encourage involvement within the community. The district has selected you since you are a community member and a student at Arlon Seay for a special task team to research and compile a Community Relations Map. The district’s specifications are that the map will: 1) be presented brochure style, 2) include a sketch map of our community and, 3) contain important community “relation” information to serve as a tool and resource for Hill Country community members. You will present your Community Relations map to the class asking for feedback. The best quality brochures will be selected and distributed for use by the district for the 1999-2000 school year. You will be evaluated by a rubric in accordance to the specifications set by the district for this task.
- III. Checklist:** The checklist is included in the Project packet and goes through each step/process to complete the tasks in the project. Each step you will be signing off with me. I will initial showing that you have completed the step.

IV. Grade sheet: The grade sheet is included in the packet as well and ONLY documents grades throughout the process of the project. The description of what you will be graded on is on the grade sheet so that you will know what processes you will be evaluated on.

V. Rubrics: The rubrics will be passed out and stapled into the packet as the project gets going. The rubric measures your final “performances” of the processes and tasks you did throughout the project. You will be taught a skill(s), given learning opportunities to practice the skill(s) and evaluated for your final performance(s) of the task(s).

VI. Co-worker/Co-action & Management responsibilities during project: During the project you will be working on some tasks individually and some with your group. At all times your co-actions (the actions that will require you to work with one another as co-workers) will require various kinds of management. We will be working on some “Habits of the Mind” management skills to help you with your individual role both in and out of the group. It is very important that you are always aware of your individual responsibility. Some of the grades you will earn will be as an individual, as an individual in a group and some as a group.

VII. Other papers included in packet: Also included in your packet are some papers that will help you to organize your individual and group plans. These items are on the Checklist and titled on the sheet. You will need to pull them out when I direct or when you are at that step in the project.

VIII. What generally is the task in/out of my group?

The criteria for the project is more specific on the grade sheet and rubrics. The general tasks will include you: 1) making a focus question individually, 2) deciding on a group focus question for your brochure, 3) sketching the Hill Country portion of Comal county, 4) researching information to compile in the brochure, 5) creating and designing a brochure for presentation and 6) communicating the brochure to the class.

IX. What resources or kinds of things can my group and I use for the project?

The possibilities are limitless. You may use any resources that are reasonable. Some of the resources you may have to work on/find outside of school. Your group may choose to do this. We will brainstorm a list of possible ideas below here to refer to as well. Challenge yourself and use as many things as you possibly can to make your work effective and high quality.

NAME:

GRADE SHEET for Community Relations Map project

- 1. Focus question:** This checkpoint is to make sure that you understand and have written a focus question (individually). Your group's focus question(s) will also be figured into this graded item.
 - ____/30 points-FQ sheet is filled out and 1-4; participated in class learning opportunity; observe understanding of concept of FQ
 - ____/30 points-Group FQ ('s) is selected and parts of answering question are divided so that who answers what is evident (or each person is doing the FQ they wrote)
 - ____/40 points-FQ('s) are meaningful and interesting and connect clearly to the task of creating a brochure as a Community Relations Map; FQ('s) are complex and general allowing quality info to answer
 - ____/100 points
 - Comments-

- 2. Research:** This checkpoint reflects your understanding of the concept of brainstorming resources, gathering useful information, and using all resources possible to thoroughly answer the FQ('s). Other information that might be used in brochure besides answering FQ is noted as well.
 - ____/50 points-brainstormed list of possible resources/actual resources that group members have divided to investigate
 - ____/50 points-Notes taken in Project section in note taking strategy format (bullet, sources documented...)
 - ____/100 points
 - Comments-

- 3. Brochure drafts:** This checkpoint reflects your planning ability. Drafts of your brochure should be individually ready to present to group for group decision-making and selection.
 - ____/60 points-Draft of brochure is complete; serves as a usable resource for ideas and as a tool for selection by group; Effort is evident in brochure draft
 - ____/40 points-Group draft from compilation (putting together) of individual drafts is ready, usable and group member responsibilities are divided out to get draft to final form
 - ____/100 points
 - Comments-

RUBRIC FOR “Community Relations Map” performance task

Criteria:

The performance task is to create a “Community Relations Map” of the sub-communities in the hill country area in an effort to draw community members closer together and encourage community involvement. The “CRM” is to be presented brochure style and to include: “relation information”, a sketch map of the layout of the areas and the group’s focus question/answer. The CRM will serve as a tool for community members.

***4* CRM demonstrates thorough understanding of components of task requirements observable in workmanship of task (criteria met effectively); Focus question initiates meaningful and effective focus evidenced in answer; Unique focus is taken by group that encourages community involvement among sub-communities; Layout and design allow use of CRM as an effective tool**

***3* CRM demonstrates solid understanding of components of task requirements observable in workmanship of task; Focus question initiates meaningful and effective focus evidenced in answer; Focus taken by group encourages community involvement; Layout and design allow use of CRM as useful tool**

***2* CRM demonstrates adequate understanding of components of task requirements observable in workmanship of task; Focus question focuses study, more meaning of focus needs to be evidenced in answer; Focus taken by group needs to foster more evidence of community involvement; Layout and design of brochure need improvement to be a useful tool**

***1* CRM demonstrates basic understanding of components of task; Focus question has connection with focus of study; Focus taken lacks community involvement evidence; Layout and design lack connection between study and focus question to be used as a tool**

*This score counts three times; figure your grade with that in mind