

Form for Evaluating CaseQuest Presentation/Journey

NOTE: You will need to make additional copies of the first two pages of this form. The first two pages are to be completed at the end of your CaseQuest presentation on 12-11-02 for you and for each team member. It is important to note that all evaluations will remain confidential. Students will receive only aggregated scores and generic feedback. You will not receive copies of student evaluations. Course instructors will complete the rubric (i.e., pages 3-6).

Directions:

1. Read through the required elements and indicators of participation of the CaseQuest
2. Rate your participation on those elements
3. Rate EACH of your team member's participation on those elements

Name of group member: _____

Name of person providing the ratings: _____

To the best of your knowledge did this group member engage in the following required elements of the CaseQuest? You may answer "yes," "no," "unsure," or provide additional comments. Worth 12 points for self rating, 12 points per team member rating (sub-total of 36), and 12 points for instructor ratings (grand total for this section = 60 points)

1. Participated in all aspects of the quest (i.e., gathering evidence, contributing the action plan, developing the data collection system, creating the presentation, sharing results during finals week).
2. Shared evidence that electronic documents, written documents (e.g., journals, texts, reports), and community personnel were used as support for their position and to justify their recommendations.
3. Shared evidence located from web sites, possibly using different search engines.
4. Shared information from an interview of at least one community person with knowledge/expertise for his or her assigned role?
5. In particular, shared findings from empirical articles to support position and/or engaged in discussions with the team about research findings.
6. Shared examples or attempts/strategies to find examples of a case law that supports position.

Name of group member: _____

Name of person providing the ratings: _____

Individual Collaboration – Based upon your own perspective regarding each team member, how well did each member of your group work together? For example, was the workload distributed fairly, did all members fully participate?

60-69 points Needs Improvement	70-79 points Satisfactory	80-89 points Good	90-100 points Excellent
<ul style="list-style-type: none"> • Works toward group goals only when prompted • Contributes to the group only when prompted • Needs occasional reminders to be sensitive to the feelings of others • Participates in needed changes when prompted and encouraged 	<ul style="list-style-type: none"> • Works toward group goals with occasional prompting • Contributes to the group with occasional prompting • Shows sensitivity to the feelings of others • Participates in needed changes with occasional prompting 	<ul style="list-style-type: none"> • Works toward group goals without prompting • Accepts and fulfills individual role within the group • Contributes knowledge, opinions and skills without prompting • Showed sensitivity to the feelings of others • Willingly participates in needed changes 	<ul style="list-style-type: none"> • Consistently and actively works toward group goals • Is sensitive to the feelings and learning needs of all group members • Willingly accepts and fulfills individual role within the group • Consistently and actively contributes knowledge, opinions and skills • Values the knowledge, opinion and skills of all group members and encourages their contribution • Helps group identify necessary changes and encourages group action for change

Comments:

Rubric for CaseQuest Presentation (to be completed by course instructors)

Student's Name		CaseQuest Members		Total Rubric Score
Introduction	<p>20 Points</p> <p>The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.</p>	<p>10 Points</p> <p>The introduction is clear and coherent and relates to the topic.</p>	<p>5 Points</p> <p>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</p>	<p>0 Points</p> <p>The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.</p>
Content	<p>30 Points</p> <p>The content is written clearly and concisely with a logical progression of ideas and supporting information. The project includes motivating questions and advanced organizers that provide the audience with sense of the project's main idea. Information is accurate, current and comes mainly from primary sources.</p>	<p>20 Points</p> <p>The content is written with a logical progression of ideas and supporting information. Includes persuasive information from primary sources.</p>	<p>10 Points</p> <p>The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts. Some of the information may not seem to fit.</p>	<p>5 Points</p> <p>The content lacks a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear.</p>
Subject Knowledge	<p>60 Points</p> <p>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</p>	<p>45 Points</p> <p>Student is at ease with expected answers to all questions, but fails to elaborate.</p>	<p>20 Points</p> <p>Student is uncomfortable with information and is able to answer only rudimentary questions.</p>	<p>10 Points</p> <p>Student does not have grasp of information; student cannot answer questions about subject.</p>

Text Elements	<p>10 Points</p> <p>The fonts are easy-to-read and point size varies appropriately for headings and text.</p> <p>Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of text.</p>	<p>8 Points</p> <p>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</p>	<p>5 Points</p> <p>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</p>	<p>2 Points</p> <p>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.</p>
Layout	<p>8 Points</p> <p>The layout is aesthetically pleasing and contributes to the overall message with appropriate use of headings and subheadings and white space.</p>	<p>4 Points</p> <p>The layout uses horizontal and vertical white space appropriately.</p>	<p>2 Points</p> <p>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</p>	<p>0 Points</p> <p>The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</p>
Citations	<p>30 Points</p> <p>Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using APA citations throughout the project.</p>	<p>20 Points</p> <p>Most sources of information use proper APA citation, and sources are documented to make it possible to check on the accuracy of information</p>	<p>10 Points</p> <p>Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper APA citations.</p>	<p>0 Points</p> <p>No way to check validity of information.</p>

Graphics, Sound and/or Animation	4 Points The graphics, sound and/or animation assist in presenting an overall theme and make visual connections that enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content. There is a consistent visual theme.	3 Points The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Original images are used. Images are proper size, resolution.	2 Points Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.	1 Point The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.
Writing Mechanics	20 Points The text is written with no errors in grammar, capitalization, punctuation, and spelling.	10 Points The text is clearly written with little or no editing required for grammar, punctuation, and spelling.	5 Points Spelling, punctuation, and grammar errors distract or impair readability. (3 or more errors)	0 Points Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. (more than 5 errors)
Elocution	20 Points Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Speed and pace allow for optimal engagement by audience members.	15 Points Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. Speed and pace allow for engagement by most audience members.	5 Points Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. Speed and pace do not allow for optimal engagement by audience members.	0 Points Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. Speed and pace actually distracts from the content being delivered.

Eye Contact	18 Points Student maintains eye contact with audience, seldom returning to notes.	15 Points Student maintains eye contact most of the time but frequently returns to notes.	8 Points Student occasionally uses eye contact, but still reads most of report.	2 Points Student reads all of report with no eye contact.
Teamwork	20 Points The group documents or makes evident during the presentation how members brainstormed, discussed, assumed roles and solved problems. Provides evidence that group members helped one another, shared ideas, developed and evaluated their finished product(s). The project is clearly a group effort.	15 Points The group documents or makes evident how members divided tasks, shared the workload and managed problems in a way that advanced the group goal.	10 Points The group occasionally helped one another but required teacher assistance to resolve differences. One person documents that he/she did most of the work and/or problems were not managed in a way that advanced the group goal.	5 Points The group required teacher assistance with dividing tasks and resolving differences. Few people contributed their fair share of work.