| Name: | _ Date: | Period: |
|-------|---------|---------|
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Families Today Unit 3 Decision-Making Thematic Project: Manage Your Time

Evaluation Rubric

Directions Use the Self-Evaluation Guidelines below to assess the content of your Unit Thematic Project. Rate your performance and give yourself a score for each Criterion. Then give your answers and this completed Evaluation Rubric to your teacher to evaluate.

Self-Evaluation Guidelines

| Exemplary (10–8 points) | Satisfactory (7–4 points) | Poor (3–0 points) | |
|--|---|---|--|
| • Includes all of the required content elements | • Includes some of the required content elements | • Includes few or none of the required content elements | |
| Very well organized | Well organized | Disorganized | |
| All details provided | Many general details provided | Few or no details provided | |
| No grammatical errors | Few grammatical errors | Many grammatical errors | |
| Creatively designed and executed | Neatly typed or handwritten | Typos or illegible handwriting | |

| Criteria | Exemplary | Satisfactory | Poor | Student | Teacher | | |
|--------------------------------------|---------------|--------------|--------------|---------|---------|--|--|
| | (10–8 points) | (7–4 points) | (3–0 points) | Score | Score | | |
| Content | | | | | | | |
| List the activities you do everyday. | | | | | | | |
| List questions to ask and interview | | | | | | | |
| a retail or restaurant manager about | | | | | | | |
| creating schedules. | | | | | | | |
| Take notes during the interview. | | | | | | | |
| Create a seven-day schedule that is | | | | | | | |
| a visual representation of your | | | | | | | |
| daily activities. | | | | | | | |
| Color-code the items on your | | | | | | | |
| schedule. | | | | | | | |
| Present your schedule to the class. | | | | | | | |
| Mechanics | | | | | | | |
| Evaluate the organization of | | | | | | | |
| writing. | | | | | | | |
| Evaluate the level of detail. | | | | | | | |
| Check for accuracy of grammar. | | | | | | | |
| Evaluate neatness and legibility. | | | | | | | |
| Total | | | | | | | |