

## Section 1 — Student Information

<b>Student Name:</b>		<b>TEACHER USE ONLY</b>	
<b>Course:</b> TPJ 3/4	<b>Due Date:</b>	<b>Final Grade:</b> _____	
<b>Teacher:</b> Mr. Ferguson	<b>School:</b> Renfrew Collegiate Institute	<b>Date:</b> _____, 20____	

## Section 2 — Overall Demonstration of Learning

<b>N/A</b> <i>Not Applicable</i>	<b>I</b> <i>Inc.</i>	<b>R</b> <i>Remedial</i>	<b>Level 1</b> <i>Missed the Mark!</i>	<b>Level 2</b> <i>Getting There!!</i>	<b>Level 3</b> <i>On Target!!!</i>	<b>Level 4</b> <i>Bulls Eye!!!</i>
N/A	20% or 30%	R+ 45% R 40% R- 35%	1+ 59-57% 1 56-54% 1- 53-50%	2+ 69-67% 2 66-64% 2- 63-60%	3+ 79-77% 3 76-74% 3- 73-70%	4+ 99-95% 4 94-87% 4- 86-80%

## Section 3 — Project Report Rubric for Respiratory System

<b>Criteria</b> <i>Description</i>	<b>I</b> <i>Inc.</i>	<b>R</b> <i>Remedial</i>	<b>Level 1</b> <i>Beginner</i>	<b>Level 2</b> <i>Apprentice</i>	<b>Level 3</b> <i>First Responder</i>	<b>Level 4</b> <i>Paramedic</i>
<b>OVERALL FORMAT</b> Bound, title page, all criteria present	inc.	Not complied with	Some compliance with requisite format	Requisite format is mostly complied with	The requisite format is complied with	The requisite format is complied with and expanded upon
<b>CONTEXT</b> Background information that supports the development of a Design Brief	inc.	Not a context	None, or little information used to support the project's background	Information provided weakly supports the project's background	Mostly relevant information supporting the project's background	Background information supporting project is very effective
<b>DESIGN BRIEF</b> A succinct and brief statement of exactly what you're going to do	inc.	Excessive extraneous information	Has considerations, solutions and/or detailed design information	Moves beyond the "design brief" and has a extraneous information	succinctly and briefly states exactly what the project is	succinctly and briefly states exactly what the project is and is using germane vernacular
<b>DESIGN CONSIDERATIONS</b> Things you had to take into account	inc.	None or not pertinent to the project	Few, room for many more considerations	Limited, room for more considerations	Many, moderately developed considerations	Many fully developed considerations
<b>POSSIBLE SOLUTIONS</b> Outline alternative solutions	inc.	Very weak solutions.	Few limited solutions.	Limited solutions. More solutions should be apparent	Good possible solutions; however, they are not fully developed	Strong, fully developed solutions
<b>DETAILED DESIGN</b> Step-by-step instructions. Pictures (a picture is worth a thousand words)	inc.	Impossible to discern what was done	Content is very incomplete. Few points are elaborated upon. May be redundant. May be not precise or clear	Some of the required content is clearly shown. Some points are elaborated upon. Some elaboration is specific (i.e., a list)	Content is complete, but lacking only in detail. Most points are elaborated upon. Fairly specific elaboration	Content is complete and fully detailed. All points are elaborated upon. All elaboration is specific.
<b>TOOLS AND MATERIALS</b> List all tools, materials, and skills learned	inc.	List is severely lacking	Few tools/equipment/program/material listed	Some tools/equipment/program/material listed	All tools/equipment/program/material listed	All tools/equipment/program/material listed and expanded upon
<b>COMMISSIONING</b> "Tried-it-out"	inc.	Too much extraneous information	Theorized about trying it out, no conclusions	Theorized about trying it out, came to logical conclusions	Tried it out	Tried it out using several trial sessions
<b>EVALUATION</b> A detailed evaluation for each commissioning attempt	inc.	Too vague or missing too much information	Some evaluation Weak development	Logical evaluation Partially developed	Logical evaluation Fully developed	Logical evaluation Fully developed for each commissioning attempt
<b>REFLECTION</b> Did you enjoy the project? What were you most proud of? What would you do differently next time? What did you learn?	inc.	Too vague or missing too much information	Few reflections include: tools/equipment/program used and the main skills learned	Some reflections include: tools/equipment/program used and the main skills learned	All reflections include: tools/equipment/program used and the main skills learned	All reflections include: tools/equipment/program used & detailed account of all skills learned
<b>GRAMMATICAL PRECISION</b> Grammar, spelling, germane vernacular	inc.	Too many errors	Information is disorganized, quite difficult to follow and has many errors	The report demonstrates some organization and contains a number of errors	Good organization with a few errors, vocabulary is strong	Well organized, minimal errors, strong vocabulary in the vernacular
<b>PHYSICAL PROJECT</b> See Detailed Project Rubric	inc.	Project is not commensurate to grade level	Project has little or poor development and is significantly below level	Project is lacking in development and is below expected level	Project is developed well, commensurate to the grade level	Project is developed exceptionally well. It exceeds standards for the grade level

Ensure that you follow all safety procedures

Safety First