

RUBRIC A: TEACHER'S ASSESSMENT RUBRIC AND COASSESSMENT RUBRIC FOR ACTIVITY 1 AND 2

	INSUFFICIENT	FAIR	GOOD	EXCELLENT
TEAMWORK	He/She has rarely listened to, shared with, and supported the efforts of others. He/She has not caused a positive impact in the group.	He/She has often listened to, shared with, and supported the efforts of others but he/she has sometimes been a bad team member.	He/She has usually listened to, shared with, and supported the efforts of others. He/She has not caused a positive impact in the group.	He/She has almost always listened to, shared with, and supported the efforts of others. He/She has tried to keep people working well together.
PARTICIPATION	He/She has never participated in the elaboration of the spot and the poster with a negative attitude.	He/She has sometimes participated in the elaboration of the spot and the poster by giving some ideas and by assuming a little part of tasks.	He/She has usually participated in the elaboration of the spot and the poster by giving ideas, assuming part of tasks and with a positive attitude.	He/She has positively participated in the elaboration of the spot and the poster by giving ideas, assuming part of tasks and with a positive attitude.
CREATIVITY	He/She has never demonstrated creativity, originality and inventiveness.	In few occasions, he/she has demonstrated creativity, originality and inventiveness.	He/She has usually demonstrated creativity, originality and inventiveness.	He/She has always demonstrated exceptional creativity, originality and inventiveness.
USE OF ENGLISH	He/She has never spoken English nor tried to use it between the members of the group and the teacher. He/She did not take care of the correction and usage of the language when the group was writing down the script of the spot and the information of the poster.	He/She has not barely spoken English nor tried to use it between the members of the group and the teacher. He/She rarely ever took care of the correction and usage of the language when the group was writing down the script of the spot and the information of the poster.	He/She has usually spoken English or at least tried to use it between the members of the group and the teacher. He/She usually took care of the correction and usage of the language when the group was writing down the script of the spot and the information of the poster.	He/She has spoken English or at least always tried to use it between the members of the group and the teacher. He/She constantly took care of the correction and usage of the language when the group was writing down the script of the spot and the information of the poster.
FINAL PRODUCTS	The final products (spot and poster) are not original nor creative. They do not meet the campaign goal (promoting LCUE Campaign). They do not call the viewers action, the text is miswritten and the speech is improperly pronounced. The design is not attractive and does not makes sense.	The final products (spot and poster) are not original nor creative. They meet the campaign goal (promoting LCUE Campaign) but they do not call the viewers action. The text is miswritten and the speech is improperly pronounced. The design is not attractive and does not makes sense.	The final products (spot and poster) original and creative. They meet the campaign goal (promoting LCUE Campaign) and they call the viewers action. The text is miswritten and the speech is improperly pronounced. The design is attractive and it does makes sense.	The final products (spot and poster) are original and creative. They meet the campaign goal (promoting LCUE Campaign). They call the viewers action, the text is well-written and the speech is pronounced properly. The design is attractive and it does makes sense.