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Finding the Right Fit

Norton Reihner
Trinity University

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Finding the Right Fit

Stage 1 – Desired Results					
<p>Performance Outcomes, Adapted from the Asia Society ISSN Graduation Portfolio System</p> <p>English Language Arts</p> <ul style="list-style-type: none"> • Understands how texts are situated within their biographical, cultural, and historical contexts • Analyzes and evaluates the ideas and arguments presented in print, visual, verbal, and multi-media texts • Demonstrates understanding of different cultural values and varied world views • Uses language and multi-media to present a clear and compelling position of advocacy • Reflects on new insights and changes in personal views or attitudes resulting from analysis and inquiry • Demonstrates understanding that choices and decisions are reflective of cultural, societal, and personal values • Presents a clear guiding idea/thesis • Uses effective arguments and persuasive strategies for a specific purpose and audience • Demonstrates a coherence and an internal structure that supports the whole document • Uses digital technology, communication tools and/or networks appropriately to access, integrate, and present information. • Attend to the ethical responsibilities required by these complex environments • Manage, analyze and synthesize multiple streams of simultaneous information • Demonstrates command of conventions of language (grammar, usage, punctuation) • Demonstrates syntactic variety, and an effective, engaging voice <p>Global Leadership</p> <ul style="list-style-type: none"> • Recognize and articulate one's own perspective on situations, events, issues and phenomena and identify the influences that shape one's own perspective. • Recognize that diverse audiences may perceive different meanings from the same information. • Use appropriate language, behavior and strategies to effectively communicate, both verbally and non-verbally, with diverse audiences <p>110.54. Practical Writing Skills TEKS</p>	<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;">Transfer</div> <p><i>Students will independently use their learning to...</i> Apply for admission to institutions most appealing to their needs as a student and future professional</p> <div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;">Meaning</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px; vertical-align: top;"> Understandings <i>Students will understand that...</i> Choices have lasting effects. </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Essential Questions How do the choices we make impact our lives? What is college culture? In what ways can a college culture be important to success? How can a complex document create and maintain voice? </td> </tr> </table> <div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;">Acquisition</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px; vertical-align: top;"> Knowledge <i>Students will know...</i> How to write for authentic, persuasive purposes How to complete written tasks associated with job application such as application form, letters of recommendation, and résumé. How to locate and evaluate various College/University environments and requirements What they value when making choices/decisions </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Skills <i>Students will be able to...</i> Complete all components of a college application Engage in self-reflection/self-assessment Articulate and analyze how personal wants, needs, and desires influence choices/decisions Understand the implications of choices/decisions </td> </tr> </table>	Understandings <i>Students will understand that...</i> Choices have lasting effects.	Essential Questions How do the choices we make impact our lives? What is college culture? In what ways can a college culture be important to success? How can a complex document create and maintain voice?	Knowledge <i>Students will know...</i> How to write for authentic, persuasive purposes How to complete written tasks associated with job application such as application form, letters of recommendation, and résumé. How to locate and evaluate various College/University environments and requirements What they value when making choices/decisions	Skills <i>Students will be able to...</i> Complete all components of a college application Engage in self-reflection/self-assessment Articulate and analyze how personal wants, needs, and desires influence choices/decisions Understand the implications of choices/decisions
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M	<p>discussing the importance of creating a safe and welcoming environment, students will also engage in Icebreaker and team building activities to begin to solidify the support they will have through this process (possibilities include examples from School Reform Initiative but will be determined based on class size). The class will then establish norms/social contract. As a pre-assessment, we will discuss the essential questions of this unit: How do the choices we make impact our lives? What is college culture? In what ways can a college culture be important to success? How can a complex document create and maintain voice? Students will pre-write before sharing their answers to the Essential Questions. At the end of the week students will start to look at the importance of their individual cultures as a large factor in their decision-making (engage in Paseo Protocol). Students will reflect on early memories and trace the lasting influences of those memories, learning how they contribute to their personal and family values (EQ 1).</p>	<p>Monitor/Facilitate Icebreakers</p> <p>Written answers to questions</p>
A, M	<p>Students will begin this week by engaging in a check in (addressing emotions, progress, etc). As a summer assignment students were to create a resume. The first day of this week students will engage in a discussion around Feedback. Before beginning the day's work, which will include receiving feedback from a partner, students will engage in the "Feedback Fear" protocol and be given the "Feedback Principles" and "Feedback Given During Protocols" (all found on the SRI website) to complete as a class. After the class has established feedback do's and don'ts (these will be posted in the room) students will read their own resumes and write what they want the reader to learn about them under each heading. They will then trade resumes with a partner, read each others, and write what they learned under each heading. They will then get together to share warm and cool feedback as well as describe the first impression of the person presented in the resume (EQ 3). From their feedback the class will decide on "what makes a good resume?" On the second day, students will work on fine-tuning their resumes before handing them in on Google Docs. They will then complete the online Myers Briggs Type Index personality assessment and print out their results (EQ 2). On the third day student will engage in Compass Points and Comfort Zones (or Continuum Protocol) protocols to help the further in their journey of self-assessment and reflection. Students will also be introduced to the class Ning and their performance assessment (EQ 1). Students will also be instructed that they may use the Ning as an online journal throughout this process in addition to the forum through which they will submit some of their work. On day four students will start navigating around collegeboard.com by reading "Tips to Finding Your College Match" and completing the college search matchmaker (EQ 2). They may also use this time to continue working on their resume and complete their weekly assignment on the Ning. This week's discussion on the Ning will revolve around "How to search for colleges and universities?"</p>	<p>Monitor/Facilitate Protocol</p>
	<p>Target Goals and Activities for Week Two: Resume, college search, interest inventory, Compass Points/Comfort Zones, begin calendar</p>	
A		<p>Monitor/Facilitate Protocol</p>
M		<p>Class list of Do's/Don'ts</p>
M		
M		<p>Post answers of discussion</p> <p>Turned in via Google Docs</p>
A,M		<p>Monitor/Facilitate Protocols</p>
A		<p>Can monitor activity and must approve all posts on Ning</p>
A, M		<p>Results of search matchmaker</p>

<p>M</p> <p>A</p> <p>A</p> <p>M</p> <p>A</p> <p>M</p> <p>A, M</p> <p>A, M</p> <p>A, M</p>	<p>Although we will begin the discussion with a probing question or statement, students must engage in a digital conversation by replying to the discussion topic on the Ning. On day five students will use this class period to finish final edits on their resume, continue their college research from the previous day, or finish their Ning assignment from the previous day. In addition, as a group, the class will begin the creation and development of a class calendar of important dates (can include application deadlines, suggested deadlines, scholarship deadlines, etc.) that will be added to the Ning in addition to an individual calendar for themselves. Students will be responsible for the maintaining the calendar as the unit continues. Students will end the week with a check-in (addressing emotions, progress, etc).</p> <p>Target Goals and Activities for Week Three: <i>Letter of recommendation, create ideal college, funding, begin researching colleges (create profiles of students if time)</i></p> <p>Students will begin the week by engaging in a check-in (addressing emotions, progress, etc). As a summer assignment students were to their own write a letter of recommendation for themselves. We will start this week by reviewing the components of a letter of recommendation as well as the purpose and importance of it. Students will be given time to read their own letter and write what they want the reader to learn about them. Students will be asked to show evidence of where the letter addresses their intent (as reflected in their write up). They will then trade letters with a partner, read each others, and write what they learned about the person from their letter. They will offer some warm and cool feedback as well as discuss if the first impression of the person presented in the letter, if they learned something new about this person, and if the letter differed from their thoughts of this person (EQ 3). Students will be introduced to Ideal College Assignment. On the next day, students will begin creating their ideal college. They will be given time to research, compile, and develop the necessary components that they think they want in a college (EQ2 & EQ3). The “blueprint” for their college will be turned in via Google Docs. On Wednesday, they will be introduced to the financial side of college and will complete a lesson to help them understand the cost of college and options for paying for college (may bring in Math teacher, banking officials, and/or financial aid counselors to help facilitate) (EQ1). If time, students will begin researching colleges and universities they think they might be interested in (EQ2). Students will be introduced to the concept of “reach,” “target,” and “safe” schools and how many they should apply to. During the remaining days of the week, students will continue (or begin) their college research (EQ1 &2). Students will also be introduced to the College Profile assignment in which they will be asked to create profiles of students that three of the colleges they are interested in are seeking/appeal to (one reach, one target, and one safe) (EQ1 &2). Students will be responsible for using appropriate language while profiling a college. Descriptions should not be negative or derogatory towards a school. Students will also be required to complete their weekly Ning assignment addressing the topic of “finding a college that fits you.” Students will end the week with a</p>	<p>Can monitor activity and must approve all posts on Ning</p> <p>Turn in edits/revision, and document on which they highlighted evidence</p> <p>Turned in via Google Docs</p> <p>Turn in expected budget</p> <p>Created on Google docs, ultimately posted on Ning</p> <p>Can monitor activity and must approve all posts on Ning</p>
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M	<p>check-in (addressing emotions, progress, etc).</p> <p>Target Goals and Activities for Week Four: Cover letter, continue creating college profiles</p>	
A	<p>Students will begin the week by engaging in a check-in (addressing emotions, progress, etc). Students will be introduced to cover letters through a KWL chart (EQ3). Students will be instructed on the contents and formatting of a cover letter, keeping audience in mind, by using Example, Non-Example. Students will be given an opportunity to create a cover letter addressed to one of the colleges they will apply (or think they will apply to). Students will engage in peer-editing of their cover letters, and submit a final copy via Goggle Docs. Students will be given in class time to complete their cover letter(s) and continue creating their college profiles (EQ1&2). When their college profiles are complete, student will be responsible for posting them as a blog to the class Ning. In addition, on day four, students will also be asked to complete their weekly Ning assignment regarding the topics of college finances and more information on finding a college that fits you. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	Monitor class discussion
M		Work on and turn in via Google Docs
M		Can monitor activity and must approve all posts on Ning
M	<p>Target Goals and Activities for Week Five: Field Trip (TU and UTSA), revisit ideal college project, turn in list of school applying to (part one of Performance Assessments 1)</p>	
A, M	<p>Students will begin the week with a field trip to visit two local colleges and a local college research center. After visiting each school, students will be asked to complete a reflection on the school, and how it compared to the image the college has presented on the website, printed materials, and/or in resources that review colleges. On the second day, students will begin by engaging in a check-in (addressing emotions, progress, etc) and a debrief of the field trip. Students will then spend time reflecting on the research they completed and how it compares to the Ideal College they previously created (EQ1&2). Students will be asked to answer the question “Now What?” During their college research, did they find a college that matches the Ideal College they created? Did they find one that is close but would mean they have to compromise on some of the things they want? After analyzing their responses, students will be asked to create a list of at least five schools (one reach, two target, two safe) that they will apply to, and provide a brief description of how each school is a good fit for them and how they are a good fit for the school (EQ1&EQ2). They will also complete the chart that will include more specific information on the schools. Students will also be asked to continue their work on the Ning by addressing the topics of college cultures, finances, and specific college information (profiles). Students will end the week with a check-in (addressing emotions, progress, etc).</p>	Turn in reflection sheet
M		Debrief
A, M		Created and turned in via Google Docs
A, M		Can monitor activity and must approve all posts on Ning
M	<p>Target Goals and Activities for Week Six: request letter of recommendation, begin admission essays</p> <p>Students will begin the week by engaging in a check-in (addressing emotions, progress, etc). Students will be introduced</p>	

A M M	<p>to the protocol and procedure by which they will be expected to request a letter of recommendation from a teacher, counselor, mentor, or community member (EQ1&3). Students will be required to request at least two letters of recommendation by following the protocol and procedure outlined (written request will be submitted via Google Docs). Students may ask peers for feedback and editing before submitting. Following the conclusion of the activities and work time associated with the letter of recommendation, students will begin working their admission essays. Students will read chapter one of “On Writing <u>The</u> College Application Essay” by Harry Bauld and engage in the “Final World” protocol to discuss the text. If it is not explicitly discussed using this protocol, the class will then spend time discussing the importance of authentic representation in their essays and practice doing so. Since the students are applying to various colleges, students will then spend time (as a whole class as well as in pairs or triads) discussing the different admission question essay topics, what the question is asking, and brainstorming ideas that will address the question. After brainstorming, students will begin writing their individual essays (EQ3). Students will be asked to create their answers in Google Docs so we can monitor revisions, feedback, and progress. Students will be asked to complete their weekly Ning assignment addressing the topics of admission essays and importance of authenticity in essays. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Turned in via Google Docs – include date of request and response</p>
A M	<p>Students will begin working their admission essays. Students will read chapter one of “On Writing <u>The</u> College Application Essay” by Harry Bauld and engage in the “Final World” protocol to discuss the text. If it is not explicitly discussed using this protocol, the class will then spend time discussing the importance of authentic representation in their essays and practice doing so. Since the students are applying to various colleges, students will then spend time (as a whole class as well as in pairs or triads) discussing the different admission question essay topics, what the question is asking, and brainstorming ideas that will address the question. After brainstorming, students will begin writing their individual essays (EQ3). Students will be asked to create their answers in Google Docs so we can monitor revisions, feedback, and progress. Students will be asked to complete their weekly Ning assignment addressing the topics of admission essays and importance of authenticity in essays. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Monitor discussions</p>
A, M	<p>Students will then spend time (as a whole class as well as in pairs or triads) discussing the different admission question essay topics, what the question is asking, and brainstorming ideas that will address the question. After brainstorming, students will begin writing their individual essays (EQ3). Students will be asked to create their answers in Google Docs so we can monitor revisions, feedback, and progress. Students will be asked to complete their weekly Ning assignment addressing the topics of admission essays and importance of authenticity in essays. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Monitor/Facilitate discussions</p>
M	<p>Students will be asked to create their answers in Google Docs so we can monitor revisions, feedback, and progress. Students will be asked to complete their weekly Ning assignment addressing the topics of admission essays and importance of authenticity in essays. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Google Docs</p>
M	<p>Students will be asked to complete their weekly Ning assignment addressing the topics of admission essays and importance of authenticity in essays. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Can monitor activity and must approve all posts on Ning</p>
	<p>Target Goals and Activities for Week Seven: peer editing of essays, begin short answer</p>	
M	<p>Students will begin the week by engaging in a check-in (addressing emotions, progress, etc). Since students will be following the writing process (pre-writing, revision including peer editing, etc) they will be asked to share the various drafts of their essays (which will include the essay questions) with at least two peers and an adult. Each person giving feedback will not only be asked to revise for grammar but also provide warm and cool feedback as well as probing questions (EQ3). After applying the suggestions from the various rounds of feedback sessions, students will engage in another round of feedback sessions by engaging in a “Tuning” or “Writing Workshop Feedback Protocol” (found on the SRI website). Students will also begin to examine the other necessary components of an application with an emphasis on the short answer section. When examining the short answer section students will also spend time (as a whole class as well as in pairs or triads) discussing the different short question topics, what the questions are asking, and brainstorming ideas that will address the questions. After brainstorming, students will begin writing their individual responses to their short answer questions (EQ3). Students will be asked to create their answers in Google Docs so we can monitor revisions, feedback, and progress. Students will be asked to complete their weekly Ning assignment addressing the topics of how to create effective essays, short answers and reflecting on the methods of the writing process. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Submit drafts</p>
M A	<p>Students will engage in another round of feedback sessions by engaging in a “Tuning” or “Writing Workshop Feedback Protocol” (found on the SRI website). Students will also begin to examine the other necessary components of an application with an emphasis on the short answer section. When examining the short answer section students will also spend time (as a whole class as well as in pairs or triads) discussing the different short question topics, what the questions are asking, and brainstorming ideas that will address the questions. After brainstorming, students will begin writing their individual responses to their short answer questions (EQ3). Students will be asked to create their answers in Google Docs so we can monitor revisions, feedback, and progress. Students will be asked to complete their weekly Ning assignment addressing the topics of how to create effective essays, short answers and reflecting on the methods of the writing process. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Monitor Protocol</p>
M	<p>When examining the short answer section students will also spend time (as a whole class as well as in pairs or triads) discussing the different short question topics, what the questions are asking, and brainstorming ideas that will address the questions. After brainstorming, students will begin writing their individual responses to their short answer questions (EQ3). Students will be asked to create their answers in Google Docs so we can monitor revisions, feedback, and progress. Students will be asked to complete their weekly Ning assignment addressing the topics of how to create effective essays, short answers and reflecting on the methods of the writing process. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Monitor/Facilitate discussion</p>
M	<p>Students will begin writing their individual responses to their short answer questions (EQ3). Students will be asked to create their answers in Google Docs so we can monitor revisions, feedback, and progress. Students will be asked to complete their weekly Ning assignment addressing the topics of how to create effective essays, short answers and reflecting on the methods of the writing process. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Google Docs</p>
M	<p>Students will be asked to complete their weekly Ning assignment addressing the topics of how to create effective essays, short answers and reflecting on the methods of the writing process. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Can monitor activity and must approve all posts on Ning</p>

<p>A</p> <p>M</p> <p>M</p> <p>A</p> <p>M</p> <p>M</p>	<p>Target Goals and Activities for Week Eight: request transcripts, review hours, work on essays/short answer responses, Ning submissions, and collage</p> <p>Students will begin the week by engaging in a check-in (addressing emotions, progress, etc). Students will be introduced to the procedure by which they must request transcripts to be sent to the college they have applied to. Students will be responsible for sharing this information on the Ning. After reviewing all parts of the application, and necessary supplemental documents, students will be given time to finish working on their admissions essay (or additional admission essays) and short answer responses, making sure to receive any additional feedback they think they need (EQ1 & 3). Students will also be introduced to their Collage Project. In this project, students are asked to create a collage (may be digital if they student chooses) reflecting on their growth and increased self awareness throughout the college application process. Students may choose how and what they believe best conveys this message (song lyrics, pictures, a piece of art, etc). Students will be given time to work on their project as it is due during Week Nine. Students will also be asked to complete their weekly Ning assignment on the topic of submitting a complete application and the importance of self awareness. Students will end the week with a check-in (addressing emotions, progress, etc).</p> <p>Target Goals and Activities for Week Nine: submitted applications, completed Ning and collage</p> <p>Students will begin the week by engaging in a check-in (addressing emotions, progress, etc). Students will be given time to finish any last edits before submitting their applications. Students must submit their applications to at least the five schools they identified in Part One of their Performance Assessment and will be asked to supply verification that they have done so (can be presented as a print screen if necessary). Students will be given time to reflect on the process and what they have learned, both about themselves as well as how to apply their learning in the future. A written draft of this reflection will be posted as a blog (of at least 250 words) on the class Ning. In addition, students will be given time to finish any last updates/posts on the Ning and finalize their collage project. Collages will be due at the end of the week. Each student's collage will be displayed and the class will engage in a gallery walk using sticky notes to leave feedback on the collages. At the conclusion of the week, students will engage in a structured conversation (either using the Success Analysis Protocol or a Microlab) to examine and celebrate the work they did during this unit. Students will end the week with a check-in (addressing emotions, progress, etc).</p>	<p>Provide verification of request</p> <p>Individual check –ins and discussion of ideas</p> <p>Can monitor activity and must approve all posts on Ning</p> <p>Turn in verification and performance assessment</p> <p>Can monitor activity and must approve all posts on Ning</p> <p>Monitor Gallery Walk</p> <p>Monitor/Facilitate Protocol</p>
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Assignment Sheet for Performance Tasks:

Submitting applications to institutes of higher education that appeal to their needs as a student and a future professional.

Students are responsible for completing the following:

1. Application submission: Deadline November 1
2. Turn in a list of at least five schools for which you have submitted an application. Your list must also include a brief (50 words or more) description explaining why you chose to apply to that school, and why that school is a good fit for you. Be sure to include at least one “reach” school, two “target” schools, and two “safe” schools.

Your list may be submitted by email, Google Docs, or in hard copy. If you chose an electronic submission, your file name should include your last name and the assignment name. In addition, you must submit documentation/verification that you have submitted your applications. If done from home, you may take a print screen of the submission page and email, share or turn in a hard copy.

Your work will be presented in the class Ning: Deadline November 1

Your class is responsible for creating a website to help other students, particularly other ISA Seniors not enrolled in this class, apply to college. The website will need to include the following information:

- How to search for colleges
- Finding colleges that fit you and your budget
- Completing admission applications
- A timeline/calendar of important dates,
- How to write an effective admissions essay
- Creating college profiles
- Reflecting on your personal success.

The class will collaborate to author the site, but individuals will be responsible for posting blogs and replying to discussion threads. This will be an ongoing assignment with final reflections will be due by November 1.

Each week, as a class we will discuss one of the topics that will be included on the site. After the discussion, we will post a discussion topic that you will be responsible for replying to. Your discussion responses will be evaluated by:

At the conclusion of the unit, you will be responsible for posting your reflections on your personal college research and application process.

Ning Rubric

	Exceeding	Meeting	Approaching
Content of Contributions	My postings are always meaningful, articulate, and offer further insight on a wide range of topics pertaining to the college search and application process for both students in the course and those who are not.	My postings are mostly meaningful, articulate, and offer some insight on a few topics pertaining to the college search and application process for students both in the course and those who are not.	My postings are rarely meaningful, articulate, and offer limited insight on a few topics pertaining to the college search or application process for students both in the course and those who are not.
Timeliness and Conventions of Posting	I posted comments at least two times every week and submitted my reflections in a timely manner. Postings are error-free.	I had two posts a week and my reflections were almost always submitted in a timely manner. My postings had some grammatical errors.	I sporadically posted after the class had progressed onto a new topic. My postings had some factual and grammatical errors.
Learned Something	I created original blog posts that reflect both my knowledge and quest for deeper understanding and responded to discussion threads that encouraged further inquiry and conversation.	I created original blog posts that reflect my knowledge and responded to discussion threads that allowed some further conversation	I responded to discussion threads that rarely encouraged inquiry.

Collage Project Rubric

Criteria	Excellent	Good	Fair
Choice of materials (photos, text, printouts such as clip art, cutouts from printed materials, drawings/doodles, stickers, etc.)	Five or more different materials are visible and display diverse characteristics.	Three or four different materials are visible.	Two or fewer types of materials are visible.
Use of shape and color (intentional design)	Thoughtful placement of items creates an aesthetically pleasing design that is unique and creative.	Thoughtful placement of items creates an aesthetically pleasing design.	Items are arranged simply or sloppily.
Craftsmanship	Project is well-made (does not fall apart). Effort is demonstrated by exceptional attention to detail.	Project is well-made (does not fall apart). Effort is shown.	Project is falling apart, due to apparent lack of effort.
Information	Many aspects of the student's personality and experiences are evident.	Some aspects of the student's personality and experiences are evident.	Few aspects of the student's personality and experience are evident.

