**Grade 8 End-of-Year Project:**

**Design the Perfect 2017-2018 Grade 9 Field Trip**

Group Size: 3-4 Students Per Group

**Project Scenario**: You and your group members have been assigned the responsibility of serving your grade level as the 2017-2018 End-of-Year Field Trip Planning Committee. That means that you are now planning the ninth grade year-end trip for all to enjoy, and you’ve got a colossal task list to complete! You must:

⃞ **Select** the Location for Your Trip

⃞ **Create** a Criteria for Attendees (Who gets to go? Who doesn’t?)

* Discipline requirements (No referrals? No ISS?)
* Academic requirements (Grades/Attendance)
* Assessment requirements (MAP/PASS)
* Plan for students who can not go

⃞ **Indicate** Whether Trip Is a Day Trip or Overnight; Provide a Rationale

* If overnight, how many nights?
* If overnight, plan for hotel costs:

\* Number of students per room

\* Cost per room

\* Cost for all rooms

\* Cost per student for all rooms

⃞ **Obtain** a Travel Map That Shows Distance from School to Location

⃞ **Create** a Map That Shows Labeled Stops and Descriptions

⃞ **Calculate** Total Fuel Cost for One Chartered Bus

* Select a charter company
* Cost roundtrip from and to school
* Estimate fuel costs for stops while on trip
* Calculate total fuel cost
* Calculate fuel cost per student

⃞ **Obtain/Calculate** Cost for Transportation

* Bus cost per day
* Driver cost per day
* Calculate Transportation cost per student

⃞ **Create** a Food Plan:

* Number of meals to be eaten (per day)
* Locations for meals
* Approximate cost per meal, per child, per day
* Approximate total cost for meals per day (all students)
* Approximate cost for meals per student, per day

⃞ **Create** a Chaperone Plan

* One chaperone for every seven students
* Mixture of teachers and volunteers
* Obtain a volunteer form for completion
* Volunteer drive procedure

⃞ **Create** a Travel Booklet for Your Location; Include:

* Population
* Basic geography
* Climate of the location
* History of the location
* Attractions at the location

\* Three attractions

\* 2-3 sentence description for each attraction

\* Cost for each attraction

* Flora and fauna of the location
* Three cultural elements of the location
* Two historic sites at the location
* Pictures and graphics of the location

⃞ **Write** a Field Trip Rationale; Include

* Reason for your location selection
* How this trip will build cohesion in your group
* How this trip will inspire school spirit
* How this trip will inspire commitment to academics
* How this trip will bring positive press to the school

⃞ **Create** a Field Trip Permission Form; Include

* Leave and arrival times
* Leave and arrival dates
* All scheduled stops on the trip (and addresses)
* All ticket costs
* All food costs
* All lodging costs
* Total costs/due date
* Signature section (student, parent and yes/no option)

⃞ **Create** an Itinerary

* Daily schedule
* Time for departure
* Times for stops and times to be spent at stops
* Times for meals
* Time for arrival back to school

⃞ **Create** a PowerPoint (or Similar Product) for Field Trip Presentation; Include:

* Trip location and highlights
* All field trip rationale elements
* Strong closing argument for trip selection

⃞ **Create** a Field Trip Letter to Parents and Scholars:

* Request needed help (chaperones, fundraising)
* Communicate field trip objectives
* Briefly discuss activities and possible schedule

⃞ **Create** an Itemized Spreadsheet Including All Costs

* Total transportation
* Total lodging (if applicable)
* Total ticketing for all students (by stop or activity)
* Total food for all students
* Total cost per student

**Specific Rules to Consider**:

⃞ No two groups can submit the same plan.

⃞ Each participant is responsible for submitting written draft work in his or her own handwriting.

⃞ Each piece of draft work must be headed correctly to demonstrate completion on the required dates and at the required times.

⃞ Each group member is subject to time-on-task participation grades.

⃞ Each group must use the calendar and checklist(s) to be sure they are on pace to complete the project on time.

⃞ Tasks assigned to be completed in a subject area classroom MUST be completed in that classroom on the assigned days/dates unless otherwise negotiated by the instructors, not the students.

**The Project Environment**: This project is cross-curricular. That means that each of your core subject area teachers (English, Math, Science and Social Studies) plays a role in your completion of the assignment. Here is the **division of work**:

|  |  |  |  |
| --- | --- | --- | --- |
| **English** | **Math** | **Science** | **Social Studies** |
| Rationale for Day/Overnight  Create a Travel Booklet  Write a Field Trip Rationale  Create PowerPoint | Hotel Costs (for Overnights)  Calculate Fuel Costs  Calculate Transportation  Itemized Spreadsheet | Create Labeled Map  Create a Food Plan  Create a Field Trip Form  Create an Itinerary | Criteria for Attendees  Obtain a Travel Map  Create a Chaperone Plan  Create Field Trip Letter |

**Circumstances to Consider**:

⃞ The **Rationale** for taking a day or overnight trip must explain why you choose a day trip (or an overnight) and how that will best serve the student population and other stakeholders.

⃞ The **Travel Booklet** will need to be several front and back pages that staple together. Sketch a layout on plain paper before beginning.

⃞ The **Field Trip Rationale** will need to demonstrate that you and group members engaged in thoughtful conversation about the chosen location, chosen activities, costs and travel time.

⃞ The **PowerPoint** will be used to convince administrators to plan your trip. It needs to be succinct but perfect for showing why your trip should happen.

⃞ The **Hotel Costs** (if there are any) will divide among all students. Keep in mind that boys and girls cannot stay in the same rooms, each room much have a same-gender chaperone and only 4 people (maximum) can stay in a room.

⃞ The **Fuel Costs** must be calculated using the current diesel price per gallon and mileage specifications obtained from a source that suggests how many miles per gallon a chartered bus can get. That information should be used to estimate cost for all miles traveled.

⃞ The **Transportation Cost** should pay the driver $75-150 per day just for driving. The higher end the company, the more money the driver makes. For overnight trips, the driver must have a solo hotel room that is paid by the travelers. Bus costs should be researched via phone call or online.

⃞ The **Itemized Spreadsheet** should be done in Google Sheets and shared with all group members and all instructors. Formulas should be used for sums.

⃞ The **Labeled Map** will have to include stops and descriptions, but it can be print or electronic. Be creative!

⃞ The **Food Plan** must allow for low salt, low sugar and vegetarian options. In addition, daily caloric intake must be considered. More than 2000-2500 calories in food and drinks per day should not be planned for a school trip.

⃞ The **Field Trip Form** should not be any longer than one page front to back.

⃞ The **Itinerary** should include transition time (time for students to get on and off the bus and use the restrooms). You should also plan in buffer time in case there is traffic.

⃞ The **Criteria for Attendees** must include full school day alternative plans for every student not attending the trip, and not all plans can be punitive (as some may opt out because of disinterest).

⃞ The **Travel Map** can be easily obtained from a Website like MapQuest. The **Labeled Map** is the trickier assignment.

⃞ The **Chaperone Plan** must explain the roles and responsibilities of chaperones during each aspect of the trip. You will want to research what school field trip chaperones are normally expected to do and include some of that in your plan.

⃞ The **Field Trip Letter** should be from the whole grade level, and you want to be specific about where you are going, how it will enhance students’ lives (or expand their understanding of the world) and what help you need. This should be one full page, but only one side!

**The Project Work Calendar**: The following tasks will be checked for completion on the days listed below. You may continue to improve tasks as work days continue, but the tasks MUST BE COMPLETED for teacher checking (in the appropriate class) as listed.

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| --- | --- | --- | --- | --- |
| **Project Day** | **English**  **Check** | **Math**  **Check** | **Science**  **Check** | **Social Studies Check** |
| 1 | Rationale for Day/Overnight | Hotel Costs  Fuel Costs | Labeled Map | Travel Map (WebQuest)  Criteria for Attendees |
| 2 | Travel Booklet Draft  Travel Booklet Layout | Research Charters  Transportation Costs | Food Plan | Research/Pages  for Travel Booklet |
| 3 | Research/Pages  for Travel Booklet | Food Costs  Itemized Spreadsheet | Field Trip Form  Itinerary Draft | Chaperone Roles and Responsibilities  Chaperone Plan |
| 4 | Field Trip Rationale | Complete Itemized Spreadsheet | Complete Itinerary  Volunteer Drive Plan | Field Trip Letter Draft  Field Trip Letter |
| 5 | Finalize ELA Parts  Perfect PowerPoint  Perfect Presentation | Finalize Math Parts  Perfect PowerPoint  Perfect Presentation | Finalize Sci. Parts  Research/Pages  for Travel Booklet | Finalize S.St. Parts  Perfect PowerPoint  Perfect Presentation |

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| **Rubric for Day/Overnight Rationale (Five Paragraphs Minimum)** | | | | |
|  | 4 | 3 | 2 | 1 |
| Planned Mileage/ Time on the Road | The trip length is perfect for the amount of time that must be spend on the road to reasonably attend all events. | The trip length is nearly appropriate for the amount of time that must be spend on the road to reasonably attend all events, but minor obstacles would result in overstay. | --- | --- |
| Planned Experiences | All planned experiences can reasonably take place within the selected trip length. | 75% of planned experiences can reasonably take place within the selected trip length. | 50% of planned experiences can reasonably take place within the selected trip length. | 25% of planned experiences can reasonably take place within the selected trip length. |
| Planned Travel Dates | The travel dates for the trip and trip length demonstrate that the team planned around other events (testing, graduations, etc.) that will take place. | The travel dates for the trip and trip length demonstrate that the team considered other events but did not estimate near enough to avoid conflict. | The travel dates for the trip and trip length demonstrate that the team considered other events but did not attempt to make the trip fit the school calendar. | The travel dates for the trip and trip length demonstrate that the team has not realistically considered the school calendar. |
| Student Maturity and Responsibility | There is a detailed discussion (5-8 sentences) that discusses why the trip’s length is appropriate for the maturity level and overall responsiveness of the class. | There is a sparse discussion (2-4 sentences) that discusses why the trip’s length is appropriate for the maturity level and overall responsiveness of the class. | There is a detailed discussion (5-8 sentences) that discusses why the trip’s length is appropriate for the maturity level of the class. | There is a sparse discussion (2-4 sentences) that discusses why the trip’s length is appropriate for the maturity level of the class. |
| Chaperone and School Liability | The rationale for the trip’s length includes a detailed discussion (5-8 sentences) about how the level of school and chaperone liability will be made fair and appropriate. | The rationale for the trip’s length includes a detailed discussion (5-8 sentences) about how the level of school and chaperone liability will be made appropriate. | The rationale for the trip’s length includes a sparse discussion (2-4 sentences) about how the level of school and chaperone liability will be made appropriate. | The rationale for the trip’s length includes a sparse discussion (2-4 sentences) about how the level of school and chaperone liability will be fair to all. |
| Publishing | Document is typed and exceptionally attractive in terms of design, layout, and neatness. | Document is typed and attractive in terms of design, layout and neatness. | Document is typed and acceptably attractive though some parts do not function well for the intended purpose. | Document is typed but distractingly messy or very poorly designed. The function is not there. |
| Timeliness | The rationale was turned in on time and ready for printing. | The rationale was turned in on time but required minor adjustments. | The rationale was turned in the next day but ready for printing. | The rationale was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/24 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Travel Booklet (Six Pages Minimum)** | | | | |
|  | 4 | 3 | 2 | 1 |
| Population, Geography and Climate | The  population, geography and climate are mentioned and all three are clearly explained. | The population, geography and climate are mentioned but only two are clearly explained. | The population, geography and climate are mentioned but only one is clearly explained. | The population, geography and climate are not all presented. |
| History and Historical Sites | The history and two historical sites are mentioned and all three are clearly and thoroughly explained. | The history and two historical sites are mentioned but more detail and thorough explanation could have been given. | The history and one historical site are mentioned and both are clearly and thoroughly explained. | The  history and historical  sites  are sparsely mentioned and are not clearly or thoroughly explained. |
| Location Attractions | -Three attractions given  -3 sentences given  -Cost for all 3  are present | -Two attractions given  -2 sentences given  -Cost for 2 are present | -One attraction given  -1 sentences given  -Cost for the attraction is given | -an attraction is given  -no sentences are given  -no cost is given |
| Flora and Fauna | Two examples of local flora and two examples of local fauna are presented are thoroughly explained. | Two examples of local flora and two examples of local fauna are presented but are not thoroughly explained. | One example of local flora and one example of local fauna are presented are thoroughly explained. | Flora and fauna are listed but not thoroughly explained. |
| Cultural Elements | There is a page that discusses (using graphics and text) three cultural elements that make this location a great one for your group. | There is a page that discusses (using graphics and text) two cultural elements that make this location a great one for your group. | There is a page that discusses (using graphics and text) one cultural elements that make this location a great one for your group. | The cultural elements page is missing or the cultural elements page has only enough information for half a page. |
| Pictures and Graphics | All pages of the booklet include appropriate pictures and graphics. A 7th page (the cover) is attractive and inviting. | All pages of the booklet include appropriate pictures and graphics. There is no cover page. | 5 of 6 pages of the booklet include appropriate pictures and graphics. There is no cover page. | Fewer than 5 pages of the booklet include appropriate pictures and graphics. There is no cover page. |
| Publishing | 6-7 pages are created in Google Docs in Standard English Grammar, and the formatting is beautiful and functional. All drafts were submitted. | Four to five pages are created in Google Docs in Standard English Grammar, and the formatting is beautiful and functional. All drafts were submitted. | Four to five pages are created in Google Docs in Standard English Grammar, and the formatting is beautiful and functional. No drafts were submitted. | Fewer than four pages are created in Google Docs in Standard English Grammar. No drafts were submitted. |
| Timeliness | The booklet was turned in on time and ready for printing. | The booklet was turned in on time but required minor adjustments. | The booklet was turned in the next day but ready for printing. | The booklet was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/32 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Field Trip Rationale (Five Paragraphs Minimum)** | | | | |
|  | 4 | 3 | 2 | 1 |
| Relevance of Location | A thorough explanation of why your location was chosen with input from various perspectives is included. | A thorough explanation of why your location was chosen with input from two perspectives is included. | A single perspective is provided to show why this location is good for a field trip. | The explanation of why your location was chosen is not thorough or clear. |
| Opportunities for Cohesion | The rationale discusses in detail (5-8 sentences) two ways that this trip will bring cohesion to the class. | The rationale discusses sparsely (2-4 sentences) two ways that this trip will bring cohesion to the class. | The rationale discusses in detail (5-8 sentences) one way that this trip will bring cohesion to the class. | The rationale discusses sparsely (2-4 sentences) one way that this trip will bring cohesion to the class. |
| Relevance for School Spirit | The rationale discusses in detail (5-8 sentences) two ways that this trip will boost school spirit. | The rationale discusses sparsely (2-4 sentences) two ways that this trip will boost school spirit. | The rationale discusses in detail (5-8 sentences) one way that this trip will boost school spirit. | The rationale discusses sparsely (2-4 sentences) one way that this trip will boost school spirit. |
| Relevance for Academic Commitment | The rationale discusses in detail (5-8 sentences) two ways that this trip will encourage students to be more serious about academics. | The rationale discusses sparsely (2-4 sentences) two ways that this trip will encourage students to be more serious about academics. | The rationale discusses in detail (5-8 sentences) one way that this trip will encourage students to be more serious about academics. | The rationale discusses sparsely (2-4 sentences) one way that this trip will encourage students to be more serious about academics. |
| Media and Press Relevance | The rationale discusses in detail (5-8 sentences) two ways that this trip will bring positive press to the school. | The rationale discusses sparsely (2-4 sentences) two ways that this trip will bring positive press to the school. | The rationale discusses in detail (5-8 sentences) one way that this trip will bring positive press to the school. | The rationale discusses sparsely (2-4 sentences) one way that this trip will bring positive press to the school. |
| Publishing | Document is typed and exceptionally attractive in terms of design, layout, and neatness. | Document is typed and attractive in terms of design, layout and neatness. | Document is typed and acceptably attractive though some parts do not function well for the intended purpose. | Document is typed but distractingly messy or very poorly designed. The function is not there. |
| Timeliness | The rationale was turned in on time and ready for printing. | The rationale was turned in on time but required minor adjustments. | The rationale was turned in the next day but ready for printing. | The rationale was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/28 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Plan PowerPoint (6 Slides Minimum, 2 Minute Presentation)** | | | | |
|  | 4 | 3 | 2 | 1 |
| Content | The PowerPoint includes a slide for each of the required plan rationale parts with a short bulleted list that guides viewers and speakers. | The PowerPoint includes a slide for each of the required plan rationale parts but some slides are overly cluttered with information. | The PowerPoint includes 4 out of 5 content slides for 4 out of 5 of the required plan rationale parts with a short bulleted list that guides viewers and speakers. | The PowerPoint includes 4 out of 5 content slides for 4 out of 5 of the required plan rationale parts but some slides are overly cluttered with information. |
| Slide Number | There are six completed slides including the title page. | There are five completed slides including the title page. | There are four completed slides including the title page. | There are three or fewer completed slides including the title page. |
| Slide Design | Each slide includes a title, an appropriate background, an appropriate picture and a text box with appropriate content that can be easily read. | Each slide includes a title, an appropriate background, an appropriate picture and a text box, but some content cannot be read due to coloring or other issues. | Each slide includes a title and an appropriate background, but content seems to be lacking on 1-2 slides. | Each slide includes a title and an appropriate background, but many key parts are missing from the slides. |
| Transitions | Transitions boost viewer interest without interfering with the slides’ readability. | Transitions boost viewer interest, but in 1-2 cases they interfere with the slides’ readability. | Transitions boost viewer interest, but in 3 or more cases they interfere with the slides’ readability. | Transitions seem random and distracting. They reduce viewer interest in the reason for the presentation. |
| Attractiveness and Delivery | The presentation is attractive in its colors, organization, sound (background music) and flow. | The presentation is attractive in its colors, organization and background music, but the flow of the presentation is broken (it starts and stops). | The presentation is attractive in its colors and organization, but there is no commercial background music and the flow is broken. | The presentation is attractive in its colors, but the organization of ideas is strange, it lacks appropriate background music and the delivery is poor. |
| Presentation Timing | The presentation ran within 15 seconds of 2 minutes: up to 1:45 or up to 2:15. | The presentation ran within 30 seconds of 2 minutes: up to 1:30 or up to 2:30. | The presentation ran within 1 minute of 2 minutes: up to 1:00 or up to 3:00. | The presentation ran shorter than 1 minute or longer than 3 minutes. |
| Timeliness | The PowerPoint was turned in on time and ready for printing. | The PowerPoint was turned in on time but required minor adjustments. | The PowerPoint was turned in the next day but ready for printing. | The PowerPoint was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/24 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Calculation Drafts (Notebook Paper)** | | | | |
|  | 4 | 3 | 2 | 1 |
| Hotel Costs (If Applicable) | Draft work that includes the source, cost for a single room, cost for all rooms needed and cost per student is submitted. | Draft work that includes the source, cost for a single room and cost for all rooms needed is submitted. | Draft work that includes the cost for a single room, cost for all rooms needed and cost per student is submitted. The source is not cited. | Draft work is missing key elements. |
| Fuel Costs | Draft work that includes the source, cost for a single gallon, cost for all gallons needed according to mileage and cost per student is submitted. | Draft work that includes the source, cost for a single gallon and cost for all gallons needed according to mileage is submitted. | Draft work that includes cost for a single gallon and cost for all gallons needed according to mileage is submitted. The source is not cited. | Draft work is missing key elements. |
| Charter Research | A local charter company is cited as the source of information for bus driver and per day cost for bus rental. | A regional charter company is cited as the source of information for bus driver and per day cost for bus rental. | A state charter company is cited as the source of information for bus driver and per day cost for bus rental. | A general commercial charter company is cited as the source of information for bus driver and per day cost for bus rental. |
| Transportation Costs (Apart from Fuel) | Draft work that includes the source, per day cost for the driver, per day cost for the bus, total cost for number of days and total cost per student is submitted. | Draft work that includes the source, per day cost for the driver, per day cost for the bus and total cost for number of days is submitted. | Draft work that includes per day cost for the driver, per day cost for the bus, total cost for number of days and total cost per student is submitted. The source is not cited. | Draft work is missing key elements. |
| Food Costs | Draft work that includes the source, the approximate cost for each meal, the number of meals per day, the food cost per day, the total food cost (over several days) and cost per student is submitted. | Draft work that includes the source, the approximate cost for each meal, the number of meals per day, the food cost per day and the total food cost (over several days) is submitted. | Draft work that includes the approximate cost for each meal, the number of meals per day, the food cost per day, the total food cost (over several days) and cost per student is submitted. The source is not cited. | Draft work is missing key elements. |
| Timeliness | The calculations were turned in on time and ready for printing. | The calculations were turned in on time but required minor adjustments. | The calculations were turned in the next day but ready for printing. | The calculations were turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/24 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Cost Research, Itemization and Publishing** | | | | |
|  | 4 | 3 | 2 | 1 |
| Information | All of the important WH- questions (who, what, when, where, why and how) are answered. | Four to five of the six Wh- questions are answered in the cost research. | Two to three of the six Wh- questions are answered in the cost research. | One or fewer of the six Wh- questions are answered in the cost research. |
| Sources | The group researched, cited and/or contacted 4-5 sources to gather accurate information. All sources are cited. | The group researched, cited and/or contacted 3 sources to gather accurate information. All sources are cited. | The group researched, cited and/or contacted 3 sources to gather accurate information. All sources are cited. | The group researched, cited and/or contacted less than 3 sources to gather accurate information. All sources are cited. |
| Validity | The itemized spreadsheets are filled with accurate numbers for all needed items whose sources are cited in the source section. | The itemized spreadsheets are filled with accurate numbers whose sources are cited in the source section, but 1-2 needed items are missing. | The itemized spreadsheets are filled with accurate numbers whose sources are cited in the source section, but 3-4 needed items are missing. | The itemized spreadsheets are filled with numbers that seem to be imaginative estimates. Several needed items are missing. |
| Draft Work | Draft work has been submitted for every planning document in each student’s handwriting to show all students’ involvement in the process. | Draft work has been submitted for every planning document in 1-2 students’ handwriting to show all students’ involvement in the process. | Draft work has been submitted for every planning document in 1-2 students’ handwriting, but full group participation is in question. | Draft work has been submitted for every planning document in 1 student’s handwriting. Group participation is in question. |
| Google Sheet Completion | The final itemized spreadsheet is typed and perfectly formatted for easy reading and understanding in Google Sheets. A title, item names, item descriptions, item quantities, individual price, total price, subtotals and final total are clear and labeled. | The final itemized spreadsheet is typed for easy reading and understanding in Google Sheets, but one key element is missing. | The final itemized spreadsheet is typed for easy reading and understanding in Google Sheets, but two key elements are missing. | The final itemized spreadsheet is typed for easy reading and understanding in Google Sheets, but three or more key elements are missing. |
| Timeliness | Research and itemization were turned in on time and ready for printing. | Research and itemization were turned in on time but required minor adjustments. | Research and itemization were turned in the next day but ready for printing. | Research and itemization were turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/24 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Labeled Map** | | | | |
|  | 4 | 3 | 2 | 1 |
| The WebQuest Map | A WebQuest Map is present that goes from school to the correct location. | --- | --- | --- |
| Title and Labels | Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map. At least 90% of the items are labeled and located correctly. | Title tells the purpose/content of the map and is printed at the top of the map. 80-89% of the items are labeled and located correctly. | Title tells the purpose/content of the map, but is not located at the top of the map. 79-70% of the items are labeled and located correctly. | Purpose/content of the map is not clear from the title. Less than 70% of the items are labeled and located correctly. |
| Legend and Key | Legend is easy-to-find and contains a complete set of symbols, including a compass rose. | Legend contains a complete set of symbols, including a compass rose. | Legend contains an almost complete set of symbols, including a compass rose. | Legend is absent or lacks several symbols. |
| Neatness of Colors and Lines | All straight lines are ruler-drawn,  all errors have been neatly corrected and all features are colored completely. | All straight lines are ruler-drawn,  most errors have been neatly corrected and most features are colored completely. | Most straight lines are ruler-drawn,  most errors have been neatly corrected and most features are colored completely. | Many lines, corrections of errors, and/or features are not neatly done. |
| Research Present | It is evident that students researched trip stops thoroughly and gained an understanding of the stop, what occurs there and how to describe it to someone else. Sources are on the back. | It is evident that students researched trip stops thoroughly and gained an understanding of the stop and what occurs there. Sources are on the back. | It is evident that students researched trip stops thoroughly and gained an understanding of the stop and what occurs there, but sources are not cited on the back. | Student research does not show in the map. Some labels and stops seem random or guessed. |
| Descriptions | Each stop has a 2-3 sentence description that tells what students will do while present. |  |  |  |
| Timeliness | The map was turned in on time and ready for printing. | The map was turned in on time but required minor adjustments. | The map was turned in the next day but ready for printing. | The map was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/28 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Food Plan** | | | | |
|  | 4 | 3 | 2 | 1 |
| Food Venues | Suggested venue names and addresses around the planned attractions are included in the plan. Average price for the venue is included. | Suggested venue names for food are included in the plan, but there is no confirmation that those venues are near planned attractions. Average price for the venue is included. | --- | --- |
| Number of Meals Per Day | The number of meals planned per day is perfect for the age group traveling. | The number of meals planned per day will be perfect for 75% of the age group traveling. | The number of meals planned per day will be perfect for 50% of the age group traveling. | The number of meals planned per day will be perfect for 25% of the age group traveling. |
| Low-Salt, Low-Sugar, Vegetarian Options | Food venues have been selected that include obvious choices for low-salt, low-sugar and vegetarian eaters. | Food venues have been selected that include choices for low-salt, low-sugar and vegetarian eaters, but some creativity is required. | --- | --- |
| Daily Caloric Intake | The food plan venue selections and daily food plan provide opportunities to remain within the daily caloric intake recommended for students of this age. | The food plan venue selections and daily food plan provide opportunities to eat 10% above the daily caloric intake recommended for students of this age. | The food plan venue selections and daily food plan provide opportunities to eat 20% above the daily caloric intake recommended for students of this age. | The food plan venue selections and daily food plan provide opportunities to eat 30+% above the daily caloric intake recommended for students of this age. |
| TIming | Frequency of food breaks is perfect for the age group traveling. | Frequency of food breaks planned per day will be perfect for 75% of the age group traveling. | Frequency of food breaks planned per day will be perfect for 50% of the age group traveling. | Frequency of food breaks planned per day will be perfect for 25% of the age group traveling. |
| Food Plan Publishing | Document is typed and exceptionally attractive in terms of design, layout, and neatness. | Document is typed and attractive in terms of design, layout and neatness. | Document is typed and acceptably attractive though some parts do not function well for the intended purpose. | Document is typed but distractingly messy or very poorly designed. The function is not there. |
| Timeliness | The plan was turned in on time and ready for printing. | The plan was turned in on time but required minor adjustments. | The plan was turned in the next day but ready for printing. | The plan was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/28 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Field Trip Form** | | | | |
|  | 4 | 3 | 2 | 1 |
| Times and Dates | Leave and return dates are on the form. Times for all stops are included. | Leave and return dates are on the form. Times for only major stops are included. | Leave and return dates are on the form. No times for stops are included. | Only the leave date is included on the form. |
| Scheduled Stops | All  scheduled stops are included on the field trip form. | Only the major scheduled stops are included on the field trip form. | --- | --- |
| Ticket/Event Costs | All ticket and event costs are included on the field trip form. | --- | --- | --- |
| Food Costs | All food costs are included on the field trip form. | --- | --- | --- |
| Lodging Costs (If Applicable) | All lodging costs are included on the form. | --- | --- | --- |
| Total Cost | The total cost on the form includes all required fees. | --- | --- | --- |
| Publishing | Document is typed and exceptionally attractive in terms of design, layout, and neatness. | Document is typed and attractive in terms of design, layout and neatness. | Document is typed and acceptably attractive though some parts do not function well for the intended purpose. | Document is typed but distractingly messy or very poorly designed. The function is not there. |
| Timeliness | The form was turned in on time and ready for printing. | The form was turned in on time but required minor adjustments. | The form was turned in the next day but ready for printing. | The form was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/32 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Itinerary** | | | | |
|  | 4 | 3 | 2 | 1 |
| Text Features | The titles, headings and other features (bulleted lists) in the plan are appropriate to communicating key information in the plan. | The titles and headings in the plan are appropriate to communicating key information in the plan, but other information is not reader friendly. | The titles and headings in the plan are appropriate to communicating key information in the plan, but 1-2 key pieces of information are left out of the plan. | The titles and headings in the plan are appropriate to communicating key information in the plan, but the actual key information is sparse. |
| Timing | All times in the itinerary are reasonable and they include sufficient (but not too much) buffer time for transitions and traffic. | 75% of the times in the itinerary are reasonable and they include sufficient (but not too much) buffer time for transitions and traffic. | 50% of the times in the itinerary are reasonable and they include sufficient (but not too much) buffer time for transitions and traffic. | 25% of the times in the itinerary are reasonable and they include sufficient (but not too much) buffer time for transitions and traffic. |
| Planned Events | All of the events planned for the field trip days are engaging and can build cohesion, school spirit and academic focus in the class. | 75% of the events planned for the field trip days are engaging and can build cohesion, school spirit and academic focus in the class. | 50% of the events planned for the field trip days are engaging and can build cohesion, school spirit and academic focus in the class. | 25% of the events planned for the field trip days are engaging and can build cohesion, school spirit and academic focus in the class. |
| Event Descriptions | The itinerary is formatted to allow for times, event names and brief (2-3 line descriptions) that will inform all attendees and stakeholders. | --- | --- | --- |
| Publishing | Document is typed and exceptionally attractive in terms of design, layout, and neatness. | Document is typed and attractive in terms of design, layout and neatness. | Document is typed and acceptably attractive though some parts do not function well for the intended purpose. | Document is typed but distractingly messy or very poorly designed. The function is not there. |
| Timeliness | The itinerary was turned in on time and ready for printing. | The itinerary was turned in on time but required minor adjustments. | The itinerary was turned in the next day but ready for printing. | The itinerary was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/24 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| --- | --- | --- | --- | --- |
| **Rubric for Volunteer Drive Plan** | | | | |
|  | 4 | 3 | 2 | 1 |
| Request in Field Trip Letter | A request for appropriate levels of volunteerism is included in the Field Trip Letter. | --- | --- | --- |
| Volunteer Packet | An electronic volunteer packet is available for immediate printing and sharing. | An official RLOA  printed volunteer packet is available for immediate copying and sharing. | A printed volunteer packet is available for editing and/or comparison to the RLOA volunteer packet. | --- |
| Volunteer Roles and Responsibilities | Roles and responsibilities clearly outline expectations for involvement in this event. The document is one page and reader friendly. | Roles and responsibilities clearly outline expectations for involvement in this event. The document is two pages and reader friendly. | Roles and responsibilities clearly outline expectations for involvement in this event. The document is one page but difficult or long to read. | Roles and responsibilities clearly outline expectations for involvement in this event. The document is two pages but difficult or long to read. |
| Volunteer Drive Launch Event | A volunteer drive launch event is planned that will inspire parent and community member attendance. | A volunteer drive launch event is planned that will require all students to search out and invite parents and community members. | A volunteer drive launch event is planned that will require teachers and students to search out and invite community members. | A volunteer drive launch event is planned, but it is not clear how the group will get volunteers to attend. |
| Communication with Volunteers | A detailed system for communication with and between volunteers is included in the plan. | A system for communication with and between volunteers is included in the plan, but volunteers would likely need clarification. | A system for communication with volunteers is included in the plan, but there is no mention of how volunteers will be expected to communicate with each other. | --- |
| Timeliness | The plan was turned in on time and ready for printing. | The plan was turned in on time but required minor adjustments. | The plan was turned in the next day but ready for printing. | The plan was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/24 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Criteria for Attendees (One Page)** | | | | |
|  | 4 | 3 | 2 | 1 |
| Text Features | The titles, headings and other features (bulleted lists) in the plan are appropriate to communicating key information in the plan. | The titles and headings in the plan are appropriate to communicating key information in the plan, but other information is not reader friendly. | The titles and headings in the plan are appropriate to communicating key information in the plan, but 1-2 key pieces of information are left out of the plan. | The titles and headings in the plan are appropriate to communicating key information in the plan, but the actual key information is sparse. |
| Discipline Requirements | Discipline requirements for attendance are set that will ensure a safer, more smooth field trip for all students. | Discipline requirements for attendance are set, but some disruptive students might gain access. | Discipline requirements for attendance are set, but some students who have participated in unsafe or violent events might gain access. | Discipline requirements for attendance are too lax to allow for a safe and smooth trip. |
| Academic Requirements | Reasonable and appropriate academic requirements for attendance are set to allow a majority of students to enjoy the reward. | Academic requirements for attendance are set, but 25% of students will automatically be excluded. | Academic requirements for attendance are set, but 50% of students will automatically be excluded. | Academic requirements for attendance are set, but 75% of students will automatically be excluded. |
| Assessment Requirements (MAP, PASS, SC Ready, Class Exams) | Reasonable and appropriate assessment requirements for attendance are set to encourage maximum effort and performance on school assessments. | Reasonable and appropriate assessment requirements for attendance are set to encourage above average effort and performance on school assessments. | Reasonable and appropriate assessment requirements for attendance are set to encourage average effort and performance on school assessments. | Assessment requirements are set, but they will likely not motivate any student to perform well on assessments. |
| Off-Trip Alternatives | Students who do not attend the trip are provided with an engaging, academic alternative in line with their reason for missing the trip. | Students who do not attend the trip are provided with an engaging, academic alternative. | Students who do not attend the trip are provided with an academic alternative. | Students who do not attend the trip are provided with an alternative, but the alternative feels like a punishment to all those who stay. |
| Timeliness | The criteria page was turned in on time and ready for printing. | The criteria page was turned in on time but required minor adjustments. | The criteria page was turned in the next day but ready for printing. | The criteria page was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/24 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| --- | --- | --- | --- | --- |
| **Chaperone Plan** | | | | |
|  | 4 | 3 | 2 | 1 |
| Text Features | The titles, headings and other features (bulleted lists) in the plan are appropriate to communicating key information in the plan. | The titles and headings in the plan are appropriate to communicating key information in the plan, but other information is not reader friendly. | The titles and headings in the plan are appropriate to communicating key information in the plan, but 1-2 key pieces of information are left out of the plan. | The titles and headings in the plan are appropriate to communicating key information in the plan, but the actual key information is sparse. |
| Student Assignment | It is clear in the chaperone plan the number and gender of students he or she will be responsible for at each stop. | It is clear in the chaperone plan the number of students he or she will be responsible for at each stop. | --- | --- |
| Cost for Attending | The chaperone’s total cost for attending is clear in the plan, including a reduction that is either paid by the school or absorbed by student pay. | --- | --- | The chaperone’s cost for attending is clear in the plan, but there is no reduction in cost. |
| Student Check-In Systems | A detailed system for how students check-in with chaperones at various sites is included in the plan. | A system for how students check-in with chaperones at various sites is included in the plan, but the chaperone will likely need clarification. | Suggestions for how students might check-in with chaperones at various sites is included in the plan, but even students would need clarification. | The need for a check-in system is mentioned, but no recommendations or plan is provided. |
| Communication with Chaperones | A detailed system for communication with and between chaperones is included in the plan. | A system for communication with and between chaperones is included in the plan, but chaperones would likely need clarification. | --- | --- |
| Publishing | Planning document is typed and exceptionally attractive in terms of design, layout, and neatness. | Planning document is typed and attractive in terms of design, layout and neatness. | Planning document is typed and acceptably attractive though some parts do not function well for the intended purpose. | Planning document is typed but distractingly messy or very poorly designed. The function is not there. |
| Timeliness | The plan was turned in on time and ready for printing. | The plan was turned in on time but required minor adjustments. | The plan was turned in the next day but ready for printing. | The plan was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/28 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |

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| **Rubric for Field Trip Letter** | | | | |
|  | 4 | 3 | 2 | 1 |
| Full Block Style Format | All elements of the full block style business letter are used in this letter’s format. | 75% of the elements of the full block style business letter are used in this letter’s format. | 50% of the elements of the full block style business letter are used in this letter’s format. | The letter seems to be a paragraph with no formatting, but the information is there. |
| Greeting/Closing | Words used in the greeting and closing are appropriate and found in the proper place according to the format. | --- | --- | --- |
| Opening Paragraph: Field Trip Objectives | At least two field trip objectives are communicated in the opening paragraph that will resonate with parents, students and community members. | At least two field trip objectives are communicated in the opening paragraph that will resonate with parents and students. | At least two field trip objectives are communicated in the opening paragraph that will resonate with students. | Only one field trip objective is included that resonates with parents, students and community members. |
| Body and Letter Length | The body includes the customary three short paragraphs, and those paragraphs are informative, brief and appropriate. | The body includes the customary three short paragraphs, and those paragraphs are informative and appropriate, but some of the writing goes on a little long. | The body includes the customary three short paragraphs, and those paragraphs are brief and appropriate, but some key information is missing. | The body includes fewer than three paragraphs and those paragraphs are informative, brief and appropriate. |
| Activity Discussion | The body includes a brief discussion of at least two activities and how those activities will build cohesion, school spirit and focus on academics. | The body includes a brief discussion of at least two activities and how those activities will build cohesion and focus on academics. | The body includes a brief discussion of at least two activities and how those activities will build school spirit and student excitement. | The body includes a brief discussion of one activity and how that activity will build cohesion, school spirit and focus on academics. |
| Appeal for Help | The appeal for help for volunteers, chaperones or fundraising is brief, informative and appropriate. | The appeal for help for volunteers, chaperones or fundraising is informative and appropriate, but it goes on a little long. | The appeal for help for volunteers, chaperones or fundraising is informative and brief, but the tone is aggressive or annoying. | There is no appeal for help in the letter. |
| Contact Information | Contact information for appropriate persons is found in the body of the letter. | --- | --- | --- |
| Timeliness | The letter was turned in on time and ready for printing. | The letter was turned in on time but required minor adjustments. | The letter was turned in the next day but ready for printing. | The letter was turned in the next day but required minor adjustments. |
| **Total Score**: \_\_\_\_\_\_\_/32 = \_\_\_\_\_\_\_% | | | | **Grade**: \_\_\_\_\_\_\_\_ |