

Sea to Sea Brochure Assessment

Directions: Use the checklist while you work to make sure you include everything you need in your brochure. When your brochure is finished, look at the checklist again as a final check of your work. Use the rubric to make sure your work is high quality work.

Essential Question

How are we different from others?

Unit Questions

How is trade important to our community?

How does physical geography affect the economics of our region?

Group Members

Brochure Checklist

	1. We have a catchy saying or slogan that makes people want to visit our city.
	2. We have a good picture that shows what is great about our city.
	3. We include a good map in our brochure.
	4. We used both concrete details and generalizations to describe different aspects of our city, including:
	• Economy
	• History
	• Places of interest
	• Recreation and entertainment
	5. Our brochure is organized effectively with appropriate information in each section:
	• Front (tells a main idea and gets people interested)
	• Inside Flap (lists authors, date, and other information to describe where the brochure came from)
	• Inside Pages (detailed, interesting information about the city)
	• Back (resources)
	6. We have a good mixture of text and pictures in our brochure.
	7. Our brochure is laid out in an attractive way that clearly shows what is important and interesting about our city.
	8. We asked at least three people to give us feedback about our brochure.

	Reviewers' Names	
	9. We proofread our brochure for:	
	• Spelling	
	• Capitalization	
	• Sentences	
	• Punctuation	
	• Standard English	
	10. We accurately cite all our sources.	

Brochure Rubric

	4	3	2	1
Group Brochure				
Content	The brochure has all of the required information and some additional information. (See the Brochure Checklist, 1–4.) All of the information is written in my own words and is written in a way that promotes the city.	The brochure has all of the required information. (See the Brochure Checklist, 1–4.) Most of the information is written my own words and is written in a way that promotes the city.	The brochure has most of the required information. (See the Brochure Checklist, 1–4.) Some of the information is written in my own words, but it is primarily fact-based and does not necessarily promote the city.	The brochure has little of the required information. (See the Brochure Checklist, 1–4.) The information is not written in my own words and is all fact-based.
Writing Mechanics	My writing is in complete sentences and flows well. Spelling, capitalization, and punctuation are correct.	Most of my writing is in complete sentences. Most spelling, capitalization, and punctuation are correct.	Some of my writing is in complete sentences. Some spelling, capitalization, and punctuation mistakes detract from the intended meaning.	Writing is not in complete sentences. Frequent spelling, capitalization, and punctuation errors detract from the intended meaning.
Attractiveness and Organization	The brochure has attractive formatting and well-organized information. (See Brochure Checklist, 5–7.)	The brochure is organized and complete. (See Brochure Checklist, 5–7.)	The brochure shows some organization but may be incomplete. (See Brochure Checklist, 5–7.)	The formatting and organization of the brochure are confusing or incomplete. (See Brochure Checklist, 5–7.)

Graphics and Pictures	The graphics represent the text well, and the brochure includes a good mix of text and graphics throughout.	The graphics go well with the text, but there may be too many or too few images.	The graphics may not match the text, or there may be too many or too few images.	The graphics do not go with the accompanying text, appear to be randomly chosen, or are not present.
Sources	We accurately cited information from a variety of different kinds of sources.	We accurately cited information from several sources.	We cited only a few sources and they are sometimes cited incorrectly.	We cited only one source or our citations are inaccurate.
Individual Collaboration				
Contributions	I routinely provided useful ideas when participating in the group and in classroom discussion. I was a definite leader who contributed a lot of effort.	I usually provided useful ideas when participating in the group and in classroom discussion. I was a strong group member who tried hard.	I sometimes provided useful ideas when participating in the group and in classroom discussion. I was usually a helpful group member.	I rarely provided useful ideas when participating in the group and in classroom discussion. Sometimes, I refused to participate in a constructive way.
Attitude	I was never publicly critical of the project or the work of others. I always had a positive attitude about the task(s).	I was rarely publicly critical of the project or the work of others. I usually had a positive attitude about the task(s).	I was occasionally publicly critical of the project or the work of others. I occasionally had a positive attitude about the task(s).	I was often publicly critical of the project or the work of others. I rarely had a positive attitude about the task(s).
Time Management	I routinely used time well throughout the project to ensure tasks got done by the due date. Our group did not need extra time because of my work.	I usually used time well throughout the project to ensure tasks got done by the due date. Our group did not need extra time because of my work.	I did not routinely use time well throughout the project to ensure tasks got done by the due date. Our group needed a little extra time because of my work.	I rarely used time well throughout the project to ensure tasks got done by the due date. Our group needed extra time because of my work.