



City Planning Project

Student Name: _____ Date: _____

Items	Exemplary (4 Points)	Proficient (3 Points)	Approaching Proficient (2 Points)	Beginning (1 Point)
Community	Student has demonstrated leadership throughout the Building a City Project. They have helped organize their team, kept team members on task, and challenged team members to do their best work.	Student has been on task at least 90% of the time, has included all team members, has been helpful to all team members.	Student has been on task at least 75% of the time, has included all team members, has been helpful to all team members.	Student has not been on task at least 75% of the time, has struggled with including all team members, has not been helpful to all team members.
Learning Process	Student has taken excellent notes to help with the creation of the city. Student has done extra research looking at example cities, beyond the ones studied in class and included in your homework.	Student has kept complete and detailed notes for each requirement of the city. Notes are legible and have been utilized in the creation of the city.	Student has kept complete and detailed notes for most of the requirements for the city. Notes are legible and have been utilized in the creation of the city.	Student has not kept complete and detailed notes for each requirement of the city. Their notes are for less than have of the requirements for the city. Their notes may or may not be legible and have not been utilized in the creation of the city.
Learning Process	Student has taken a leading role in organizing the city presentation . They have organized the presentation and ensured that each member of the team has been assigned sections of the presentation to complete. They have ensured that all of the questions have been answered for each section.	Student has completed an equal number of sections for their team presentation. Each section completed has appropriate visuals to go with the section. All information is correct and has image sources have been included on the bibliography page of the presentation.	Student has completed an less than an equal number of sections for their team presentation. Each section completed has appropriate visuals to go with the section. All information is correct and has image sources have been included on the bibliography page of the presentation.	Student has completed less than an equal number of sections for their team presentation. Each section may or may not have appropriate visuals to go with the section. Information may or may not be correct and image sources may or may not have been included on the bibliography page of the presentation.

Learning Process	Student has taken a leading role in the decision making process with their team members in deciding how their city will be laid out. They have researched addition city layouts, beyond those covered in class or homework to help in suggesting city layouts that will add to the ecologic proficiency of the city.	Student has helped in the decision making of how the city has been laid out. Student has helped make suggestions that aid in the "greenness" or "sustainability" of the city. Student has helped in the drawing process of the city map and legend.	Student has helped in the decision making of how the city has been laid out. Student made a few suggestions that aid in the "greenness" or "sustainability" of the city. Student has minimally helped in the drawing process of the city map and legend.	Student may or may not have helped in the decision making of how the city has been laid out. Student may or may not have made any suggestions that aid in the "greenness" or "sustainability" of the city. Student has minimally helped or not not been any help at all in the drawing process of the city map and legend.
Academic Mastery	Student has exceeded the academic mastery expectations for the project. Student has excelled in their understanding in all aspects explored during the project. Student has taken what they have learned and built a city in MineCraft either on their own or with other team members.	Student has demonstrated an understanding of what it takes to make a city "green" and "sustainable." Student has demonstrated understanding of natural resources - the pros and cons of using natural resources, energy - both renewable and non-renewable, water sources and issues, and the difference between weather and climate. The student understands the implications of how these resources can be used.	Student has demonstrated an understanding of what it takes to make a city "green" and "sustainable." Student has demonstrated understanding of most of the following areas: natural resources - the pros and cons of using natural resources, energy - both renewable and non-renewable, water sources and issues, and the difference between weather and climate. The student may or may not demonstrate understanding of the implications of how these resources can be used.	Student may or may not have demonstrated an understanding of what it takes to make a city "green" and "sustainable." Student has demonstrated understanding of at least a few of the following areas: natural resources - the pros and cons of using natural resources, energy - both renewable and non-renewable, water sources and issues, and the difference between weather and climate. The student may or may not demonstrate understanding of the implications of how these resources can be used.