Sea turtle model rubric

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| Category | 4 | 3 | 2 | 1 |
| Appearance of the model | The project's appearance is professional and polished, without distracting elements. | The project's appearance is quite professional and polished, with a few distracting elements. | The project's appearance is somewhat poor. Some distracting elements. | The project's appearance is quite poor. Many distracting elements. |
| Content | The project content is exemplary and suggests that the student has discovered the important facts about his/her topic. | The project content is good and suggests that the student has discovered most of the important facts about his/her topic. | The project content is fair/poor and suggests that the student has not discovered most of the important facts. | The project content poor and suggests the student has not done sufficient research. |
| Style and organization | Model is interesting and attractive.  Materials are complete and organized to present the ideas well. **(Visual presentation?)** | Model is interesting and attractive.  Materials are complete and well organized.  Visual presentation has an evident sequence and plan. | Some parts of the model are interesting, but the model is disorganized. Some materials are completely organized. Visual presentation has some evident sequence and plan. | Model is uninteresting and disorganized. Materials are incomplete and not organized. Visual presentation has no evident sequence or plan. |
| Creativity and appearance | Model is excellently presented, reflecting creativity and a lot of thought. | Good creative effort. Model is neat and shows evidence of time spent on it. | Some attempt made to add color and originality. Model is neat. | Little attempt to add color or originality. Model has sloppy appearance. |
| Knowledge | The model demonstrates a thorough knowledge of the subject investigated. | The model demonstrates good knowledge of the subject investigated. | The model demonstrates some knowledge of the subject investigated. | The model demonstrates very little knowledge of the subject investigated. |
| Collaboration | The student recognizes and uses the special talents of each team member, and develops ideas and creates products with the involvement of all team members; tasks done separately are brought to the team for critique and revision | The student makes some attempt to use the special talents of team members. Most project tasks are done separately and then put together at the end. | The student makes some attempt to use the special talents of team members, or does most project tasks separately and puts them together at the end | The student does not recognize or use special talents of team members or does project tasks separately and it is a collection of individual work |
| **Total points** |  |  |  |  |