

Names:					Period :	
	<b>Exceeding expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectation</b>	<b>Not Meeting Expectations</b>		
<b>Use of props, theatrics, posters, etc. clearly describes the phenomenon (Argumentation)</b>	Descriptions are accurate and exceptionally executed	Descriptions are well done, clear and easy to understand	Descriptions could use more clarity or elaboration	Descriptions don't clearly explain the phenomenon		
<b>Application of previous scientific knowledge is evident and discussed (DCIs and Crosscutting Concepts)</b>	Your model goes above and beyond, correctly applying other science content from previous lessons and you apply the phenomena to other life events where this process might apply. Information is correctly used.	Your model adequately applies other science content from previous lessons and you apply the phenomenon to other life events where this process might apply. Information is correctly used.	Your model adequately applies other science content from previous lessons and you apply the phenomenon to other life events where this process might apply. Information is mostly correct.	Your model lacks connections to what you already know or other life experiences that could apply to this phenomenon. Information is vague or mostly incorrect.		
<b>Use evidence and reasoning to support all aspects of your model (SEP 2 and 7)</b>	Use of evidence is thorough and significantly supports your explanations.	Use of evidence adequately supports your explanations. Every claim or statement is supported with evidence.	Use of evidence is inadequate. Many claims/statements are not supported with evidence, or the evidence doesn't substantiate your argument.	Lacks appropriate evidence or the evidence is used incorrectly.		
<b>Changes to model are justified with evidence and further research or inquiry (Supporting arguments with evidence)</b>	Changes to model, derived from student critiques and group discussions, are added and clearly connected to improving your model. Information is added to model and each change has a specific piece of data or research to defend decision.	Changes to model, derived from student critiques and group discussions, are added and clearly connected to improving your model. Adequate job is done, but some elaboration required.	Changes to model, derived from student critiques and group discussions, are added and somewhat clearly connected to improving your model. Significant elaboration required.	Changes are inadequate, vague or missing. Evidence is not used to clearly support explanations.		
Student Feedback:						