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| **Organ Model Presentation** | **4-Excellent** | **3-Proficient** | **2-Needs Work** | **1-Unsatisfactory** |
| **Use of Graphics**  ([CCSS.ELA-Literacy.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/) | ***\*\*Individual***  Each level of cellular organization (cell, tissue, organ, organ system) is accurately represented by a graphic/image. All graphics are attractive (size & color), supportive, and school appropriate. | One-two criteria missing | Three -four criteria missing | More than four criteria missing or only one graphic is used in the presentation. |
| **Creativity**  ([CCSS.ELA-Literacy.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/) | **Individual**  Includes 3 or more extra graphics or at least one animation/video that is less than one minute long. All digital media must enhance the understanding or add to interest of the topic. | Includes 2 or more extra graphics/images. All digital media must enhance the understanding or add to interest of the topic. | Includes one extra image/graphic. All digital media must enhance the understanding or add to interest of the topic. | Includes the minimum graphic requirements. |
| **Sequencing & Grammar**  [CCSS.ELA-Literacy.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)  [CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/) | **Individual/Group**  Information is organized in clear, logical way – Title page, cell, tissue, organ, organ system or reverse order. 2 or fewer grammatical/spelling mistakes. | Information is organized in clear, logical way –Title page, intro, body, conclusion. 3-4 grammatical/spelling mistakes. | Information is not organized in a clear, logical way. Missing a title page or more than 5 grammatical/spelling errors. | Presentation shows complete lack of proofreading and organization. It is unorganized and filled with errors and typos. |
| **Relationships (x2)**  HS-LS1-2  CCSS.ELA-Literacy.RST.9-10.5  [CCSS.ELA-Literacy.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) | **Individual/Group**  Identifies and ***describes 4 levels*** of cellular organization. | Reflects an attempt to identify and describe 4 levels of cellular organization but is not entirely effective. | Identifies and describes 2-3 levels of cellular organization. | Does not reflect hierarchy of cellular organization accurately or is ineffective. |
| **Relationships - Body Systems (B) (x2)**  HS-LS1-2  CCSS.ELA-Literacy.RST.9-10.5  [CCSS.ELA-Literacy.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) | ***\*\*Individual***  Describes the organ’s structure & function, describes the function of each relevant structure. Describe how it aids in maintaining homeostasis for the organism. | Describes the system’s function. Describes the function of each relevant organ/structure. | Describes the system’s function. There is an attempt to describe the function of each relevant organ/structure with some mistakes or omissions. | There is a very limited attempt to discuss the system’s function and/or functions of the individual organs/structures. |
| **Relationship - Body Systems (A) (x2)**  HS-LS1-2  CCSS.ELA-Literacy.RST.9-10.5  [CCSS.ELA-Literacy.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) | **Group**  Describes relationship between two ***different*** body systems not counting your system. Relationship is made clear by describing how the two systems work together to contribute to the ***overall function of the organism.*** | Describes relationship between at least two major body systems. It does not relate the contribution of this interaction to the overall function of the organism. | There is an attempt to describe the relationship between two body systems, but the description is highly ineffective. | There is an attempt to describe the relationship between two body systems, but the description is inaccurate. |
| **Connections (x2)**  HS-LS1-2  CCSS.ELA-Literacy.RST.9-10.5  [CCSS.ELA-Literacy.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) | ***\*\*Individual***  Makes distinctions between accuracy of model and actual structures represented. Students discuss obstacles or troubleshooting that they experienced. | Makes distinctions between accuracy of model and actual structures represented. | Makes an attempt to discuss the accuracy of their model but the discussion is limited or very ineffective. | No attempt is made. |
| **References** | ***Individual Citations and Group Reference page***  Pictures are ***cited in a caption*** and a references page is provided at the end of the presentation with at least 3 sources.  ***(APA format is used throughout the presentation=+3 bonus)*** | Pictures are cited in a caption and references page is provided at the end of the presentation with 2 sources. | Pictures are cited in a caption.  References will be submitted after project is complete, **or no credit will be given.** | Some pictures are cited in a caption and others are not.  References will be submitted after project is complete, or **no credit will be given.** |
| **Quiz** | **Group**  5 questions and answers are provided at the end of the presentation. Questions are relevant and reflect content of presentation. Questions may ask about function of system and organs as well as tissue types. Answers are correct. | 5 questions and answers are provided at the end of the presentation. Questions are relevant and reflect content of presentation. Questions may ask about function of system and organs as well as tissue types. Answers are correct. | Missing an excellent requirement or 4 questions. | Missing two excellent requirements or 3 or less questions. |
| **Presentation** | Individual/Group  No more than 5 bullets  Fragments or short sentences  No paragraphs whatsoever  No smaller than 22 point font  Pronounces words correctly | Missing 1 | Missing 2 | Missing 3 |
| **Total (52 Points)** |  |  |  |  |