

## **Body Systems Project Rubric/Checklist**

### **Researcher 1 (15 pts)**

Explains page 2 and the first box on page 3 of the student guide for Lesson 3

-Body system impacted is revealed \_\_\_/2

-Research explains how the health problem affects the body \_\_\_/3

-A solution to the problem is revealed and explained \_\_\_/5

-Explanation reveals how the design will address the problem with the working body system \_\_\_/5

### **Researcher #2 (15 pts)**

-Reveals whether this is a new or improved design \_\_\_/2

-Materials needed are outlined \_\_\_/3

-How the design helps the body works with other body systems is explained \_\_\_/5

-How the design works is explained \_\_\_/5

### **Artist (15 pts)**

-Large diagram of the prototype on poster paper (show exactly what this prototype would look like) \_\_\_/4

-Easy to see/read from a distance \_\_\_/2

-Labeled to show how the device works \_\_\_/3

-Colorful \_\_\_/2

-Neat and detailed \_\_\_/4

### **Builder (15 pts)**

-Make a 3D model that matches what you discussed with your group, and what your architect has sketched

-made with supplies FROM home (not a prebuilt kit) \_\_\_/6

-Easy to see/read from a distance \_\_\_/2

-Labeled to show how this device is used/helps the body \_\_\_/3

-Colorful \_\_\_/2

-Neat and detailed \_\_\_/2

\*\*All group members will also be graded according to the rubric below, making the total points possible 23 (not including the verbal presentation)

#### **Science & Engineering Practices Assessed**

	<b>Emerging (1)</b>	<b>Developing (2)</b>	<b>Proficient (3)</b>	<b>Advanced (4)</b>
<b>Designing Solutions</b>	Applies no scientific principles and/or data to design, construct, and/or test a design of an object, tool, process or system.	Applies minimal scientific principles and/or data to design, construct, and/or test a design of an object, tool, process or system.	Applies adequate scientific principles and/or data to design, construct, and/or test a design of an object, tool, process or system.	Applies complete scientific principles and/or data to design, construct, and/or test a design of an object, tool, process or system.
<b>Communicating Findings/Design (Oral Presentation)</b>	Findings/Design are incompletely and inaccurately communicated. Or no evidence of using appropriate eye contact, adequate volume, or clear pronunciation.	Findings/Design are completely communicated with some misconceptions. Or Uses minimal eye contact, inappropriate volume, or inconsistent pronunciation.	Findings/Design are completely communicated but lacking depth and complexity. Or often uses eye contact and engaging and appropriate volume and pronunciation, but is inconsistent.	Findings/Design are completely communicated with depth and complexity. Or mostly uses eye contact and engaging and appropriate volume and pronunciation.