**Body System Project Rubric**

**Presentation & Doctor’s Panel**

**Names:**

**Body System:**

**Homeroom:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | | **1** |
| **Content**  **(Outcomes1 & 3)** | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. | |
| **Volume**  **(Outcome 3)** | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. | |
| **Enthusiasm**  **(Outcomes 3)** | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. | |
| **Preparedness**  **(Outcome 1)** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. | |
| **Stays on Topic**  **(Outcome 3)** | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. | |
| **Speaks Clearly**  **(Outcome 3)** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. | |
| **Comprehension**  **(Outcomes 2 & 4)** | Student is able to accurately answer almost all questions posed by classmates about the topic. | Student is able to accurately answer most questions posed by classmates about the topic. | Student is able to accurately answer a few questions posed by classmates about the topic. | Student is unable to accurately answer questions posed by classmates about the topic. | |
| **Listens to Other Presentations**  **(Outcome 3)** | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. | |

**Body System Visuals**

Life size poster, infographic and slides

**Teacher Feedback:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Content – Accuracy**  **(Outcome 1)** | At least 7 accurate facts are displayed on the poster. | 5-6 accurate facts are displayed on the poster. | 3-4 accurate facts are displayed on the poster. | Less than 3 accurate facts are displayed on the poster. |
| **Required Elements**  **(Outcome 1)** | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| **Graphics – Relevance**  **(Outcome 3)** | All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. | All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation. | All graphics relate to the topic. Most borrowed graphics have a source citation. | Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. |
| **Attractiveness**  **(Outcome 3)** | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| **Grammar**  **(Outcome 3)** | There are no grammatical mistakes on the poster. | There is 1 grammatical mistake on the poster. | There are 2 grammatical mistakes on the poster. | There are more than 2 grammatical mistakes on the poster. |