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| --- | --- | --- | --- | --- | --- | --- |
|  | 10 | 8 | 6 | 4 | 2 | 0 |
| Obtaining Information | Student completed all research activities completely and on time | Student completed at least 90% of research activities, and they were on time OR students completed all research activities but they were late (no more than 1 day) | Student completed at least 75% of research activities, and they were on time OR students completed all research activities but they were late more than 1 day late | Student completed less than 75% of research activities | Student did less than 50% of research activities | Student did no research activities |
| Evaluating Information: (Points X2)  Tell me about your animals Niche | Student described all parts of their animals Niche including: how their animal obtains matter & energy, the abiotic conditions their animal survives in, their reproductive strategies, behaviors their animal engages in to survive, and 2 adaptations that help them survive in their environment. These are described in great detail, with no misconceptions. | Student described all parts of their animals Niche including: 1. how their animal obtains matter & energy, 2. the abiotic conditions their animal survives in, 3. their reproductive strategies, 4. behaviors their animal engages in to survive, and 5. 2 adaptations that help them survive in their environment. These are described in detail, with no more than 2 misconceptions. | Student described 4 of the parts of their animals Niche including: 1. how their animal obtains matter & energy, 2. the abiotic conditions their animal survives in, 3. their reproductive strategies, 4. behaviors their animal engages in to survive, and 5. 2 adaptations that help them survive in their environment. These are described in some detail, with no more than 2 misconceptions. | Student described 3 of the 5 parts of their animals Niche including: 1. how their animal obtains matter & energy, 2. the abiotic conditions their animal survives in, 3. their reproductive strategies, 4. behaviors their animal engages in to survive, and 5. 2 adaptations that help them survive in their environment. These are described in some detail, with no more than 3 misconceptions. | Student described 2 of the 5 parts of their animals Niche including: 1. how their animal obtains matter & energy, 2. the abiotic conditions their animal survives in, 3. their reproductive strategies, 4. behaviors their animal engages in to survive, and 5. 2 adaptations that help them survive in their environment. Project lacked detail and had more than 3 misconceptions. | Students didn’t do project |
| Evaluating Information ( Points X2)  Claim 1: Why is your animal Endangered | Student made an accurate & complete claim using clear language & complete sentences. Provided appropriate & sufficient evidence to support claim. Provided reasoning that links evidence to claim, & included appropriate & sufficient scientific principles. | Student made an accurate & complete claim using clear language & complete sentences. Provided appropriate & sufficient evidence to support claim. Provided reasoning that links the claim & evidence. Repeats the evidence &/or included some—but not sufficient—scientific principles. | Student made an accurate & complete claim using clear language and complete sentences. Provided appropriate & sufficient evidence to support claim. May have included some inappropriate evidence. Provided reasoning that links the claim & evidence. Repeated the evidence &/or included some—but not sufficient—scientific principles. | Student made accurate but incomplete claim. Language could be clearer but uses complete sentences. Provided appropriate but insufficient evidence to support claim. May have included some inappropriate evidence. Provided no or incorrect reasoning linking the claim & evidence, & didn't include scientific principles. | Student made an inaccurate or unclear claim. Didn't use complete sentences; Provided inappropriate evidence (evidence that did not support claim). Provided reasoning that did not link evidence to claim. | No response given |
| Evaluating Information ( Points X2) Claim 2: What can we do to help your animal | Student made an accurate & complete claim using clear language & complete sentences. Provided appropriate & sufficient evidence to support claim. Provided reasoning that links evidence to claim, & included appropriate & sufficient scientific principles. | Student made an accurate & complete claim using clear language & complete sentences. Provided appropriate & sufficient evidence to support claim. Provided reasoning that links the claim & evidence. Repeats the evidence &/or included some—but not sufficient—scientific principles. | Student made an accurate & complete claim using clear language and complete sentences. Provided appropriate & sufficient evidence to support claim. May have included some inappropriate evidence. Provided reasoning that links the claim & evidence. Repeated the evidence &/or included some—but not sufficient—scientific principles. | Student made accurate but incomplete claim. Language could be clearer but uses complete sentences. Provided appropriate but insufficient evidence to support claim. May have included some inappropriate evidence. Provided no or incorrect reasoning linking the claim & evidence, & didn't include scientific principles. | Student made an inaccurate or unclear claim. Didn't use complete sentences; Provided inappropriate evidence (evidence that did not support claim). Provided reasoning that did not link evidence to claim. | No response given |
| Communicating Information | The student has demonstrated a complete and detailed understanding of the content and has no misconceptions. | Student has a complete understanding of the information important to the topic, but not in great detail. The student has no more than 1 misconception about the information | Student has a good understanding of the information important to the topic, but not in great detail. The student has no more than 2 misconceptions about the information | Student has an incomplete understanding of the topic, &/ or a few misconceptions about the information. However, the student demonstrates a basic understanding of the topic. | Student has an incomplete understanding of the topic, & many misconceptions about the information. | The student didn’t do the project, there was no way to evaluate their understanding |
| The student communicated information in a variety of ways, using at least 6 of the following: tables, diagrams, graphs, models, orally, & in writing | The student communicated information in a variety of ways, using at least 5 of the following: tables, diagrams, graphs, models, orally, & in writing | The student communicated information in a variety of ways, using at least 4 of the following: tables, diagrams, graphs, models orally, & in writing | The student communicated information in only 3 way of the following ways: tables, diagrams, graphs, models, orally, & in writing | The student communicated information in only 1 or 2 of the following ways: tables, diagrams, graphs, models orally, & in writing | The student didn’t do the project, there was no way to evaluate their understanding |