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|  | 5 | 4 | 3 | 2 | 1 | 0 |
| Superhero/ Mythological Creature Option | Student identifies 5 major body systems and explains how each works in a human and describes what must be different in their superhero/ mythological creature to accommodate their powers. All changes are based on real life adaptations in other existing creatures. | Student identifies 4 major body systems and explains how each works in a human and describes what must be different in their superhero/ mythological creature to accommodate their powers. All changes are based on real life adaptations in other existing creatures. | Student identifies 3 major body systems and explains how each works in a human and describes what must be different in their superhero/ mythological creature to accommodate their powers. All changes are based on real life adaptations in other existing creatures. | Student identifies 2 major body systems and explains how each works in a human and describes what must be different in their superhero/ mythological creature to accommodate their powers. All changes are based on real life adaptations in other existing creatures. | Student identifies at least 2 major body systems and explains how each works in a human and describes what must be different in their superhero/ mythological creature to accommodate their powers. | Student identifies less than 2 body systems |
| Organ System Option | Student identifies all major tissue types (cells in the immune system) and organs in their organ system. They correctly explain their organization, major structures, and their specific functions. | Student identifies major tissue types (cells in the immune system) and organs in their organ system. They correctly explain at least 80% of their organization, major structures, and their specific functions. | Student identifies most major tissue types (cells in the immune system) and organs in their organ system. They correctly explain at least 80% of their organization, major structures, and their specific functions. | Student identifies some major tissue types (cells in the immune system) and organs in their organ system. They correctly explain at least 60% of their organization, major structures, and their specific functions. | Student identifies some major tissue types (cells in the immune system) and organs in their organ system. | Students did not do project |
| 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 | 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 | 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 5 of the following: tables, diagrams, graphs, models, and equations, as well as, orally, & in writing | The student communicated information in a variety of ways, using at least 4 of the following: tables, diagrams, graphs, models, and equations, as well as, orally, & in writing | The student communicated information in a variety of ways, using at least 3 of the following: tables, diagrams, graphs, models, and equations, as well as, orally, & in writing | The student communicated information in only 2 way of the following ways: tables, diagrams, graphs, models, and equations, as well as, orally, & in writing | The student communicated information in only 1 way of the following ways: tables, diagrams, graphs, models, and equations, as well as, orally, & in writing | The student didn’t do the project, there was no way to evaluate their understanding |