**Overview**: The following rubrics can be used to assess the individual project: a brochure on the science involved in the body putting an object in motion. Each rubric is aligned to one section of the *Individual Project Criteria for Success*, located on your Culminating Project Student Instructions. Use these rubrics to see if you are doing your best work on your individual project.

**Rubric 1**: Student uses evidence of observable features to argue that a change in the kinetic energy of their object means more or less energy was transferred to the object.

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Advanced (4)** |
| Student constructs an **inaccurate or irrelevant** argument about the kinetic energy and energy transfer of their object. | Student **accurately** argues that a change in the kinetic energy of their object means more or less energy was transferred to the object. | Student uses evidence of **an** observable feature to **accurately** argue that a change in the kinetic energy of their object means more or less energy was transferred to the object. | Student uses evidence of **multiple** observable features to **accurately** argue that a change in the kinetic energy of their object means more or less energy was transferred to the object. |

**Rubric 2**: Student describes the nervous system pathway that causes their object to move, citing information gathered and synthesized from multiple sources.

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| --- | --- | --- | --- |
| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Advanced (4)** |
| Student **inaccurately** describes the nervous system pathway that causes their object to move. | Student **partially** describes the nervous system pathway that causes their object to move, **using** information gathered from **at least one** source. | Student **completely** describes the nervous system pathway that causes their object to move, **using** information gathered and synthesized from multiple sources. | Student **completely** describes the nervous system pathway that causes their object to move, **citing** information gathered and synthesized from multiple sources. |

**Rubric 3**: Student uses evidence to argue how multiple body subsystems with specific functions interact to make their activity possible.

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Advanced (4)** |
| Student uses evidence to **inaccurately** argue how multiple body subsystems with specific functions **work** to make their activity possible. | Student uses evidence to **partially** argue how multiple body subsystems with specific functions **work** to make their activity possible. | Student uses evidence to **partially** argue how multiple body subsystems with specific functions **interact** to make their activity possible. | Student uses evidence to **completely** argue how multiple body subsystems with specific functions **interact** to make their activity possible. |

**Rubric 4**: Student develops a model to describe the specific functions of main cell parts.

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Advanced (4)** |
| Student develops a model to **inaccurately** describe the specific functions of main cell parts.  OR  Student **partially** describes the specific functions of **some** cell parts, but **no model is present**. | Student develops a model to **partially or completely** describe the specific functions of **some** main cell parts.  OR  Student **completely** describes the specific functions of **all** cell parts, but **no model is present**. | Student develops a model to **partially** describe the specific functions of **all** main cell parts. | Student develops a model to **completely** describe the specific functions of **all** main cell parts. |

**Rubric 5**: Student develops a model to describe how the function of the cell depends on relationships among its parts.

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Advanced (4)** |
| Student develops a model to **inaccurately** describe how the function of the cell depends on relationships among its parts. | Student develops a model to **generally** describe how the function of the cell depends on relationships among its parts.  OR  Student **partially or completely** describes how the function of the cell depends on relationships among its parts, **but no model is present**. | Student develops a model to **partially** describe how the function of the cell depends on relationships among its parts. | Student develops a model to **completely** describe how the function of the cell depends on relationships among its parts. |