

Content Rubric:

Category	4	3	2	1
<p>Scientific knowledge:</p> <p>6.9A Investigate methods of thermal energy transfer, including conduction, convection and radiation</p>	The student can compare and explain methods of thermal energy transfer, including conduction, convection and radiation and relate it to the real world	The student can compare and explain methods of thermal energy transfer, including conduction, convection and radiation	The student can explain and compare most methods of thermal energy transfer, including conduction, convection and/ or radiation	The student is unable to explain or compare methods of thermal energy transfer, including conduction, convection and radiation.
Display	Each element in the display had a function and clearly served to illustrate some aspect of the experiment. All three types of thermal energy were included.	Each element had a function and clearly served to illustrate some aspect of the experiment. Two types of thermal energy were included.	Each element had a function and clearly served to illustrate some aspect of the experiment. One type of thermal energy was included.	The display seemed incomplete or chaotic with no clear plan or thermal energy is not included in the product.
Plan	Plan is neat with clear measurements and labeling for all components.	Plan is neat with clear measurements and labeling for most components.	Plan provides clear measurements and labeling for most components. Is somewhat organized and neat.	Plan does not show measurements clearly or is otherwise inadequately labeled.
Diagrams	Provided an accurate, easy-to-follow diagram with labels to illustrate the procedure or the process being studied.	Provided an accurate diagram with labels to illustrate the procedure or the process being studied.	Provided an easy-to-follow diagram with labels to illustrate the procedure or process, but one key step was left out.	Did not provide a diagram OR the diagram was quite incomplete.

Presentation Rubric:

Category	4	3	2	1
Attire	Business attire, very professional look.	Casual business attire with aspects of general attire	General attire not appropriate for audience (jeans, t-shirt, shorts).	
Preparedness	Student are completely prepared and have obviously rehearsed.	Student seem pretty prepared but might have needed a couple more rehearsals.	The student are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
Speaks clearly	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.
Stays on Topic	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.
Content	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 as evidenced through the content rubric criteria
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

21st Century Skills Rubric:

Evaluators Name _____

Student Name _____

Category	4	3	2	1
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on the Task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes prompt and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Problem-Solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Quality of Work	Provides work of the highest quality. Has A completed project with extra features and a detailed and organized presentation	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Listens to Other presentations	Listens intently. Does not make distracting noises	Listens intently but has one distracting noise	Sometimes does not appear to be listening but is not	Sometimes does not appear to be listening and has

	or movements. (attentiveness...)	or movement.	distracting.	distracting noises or movements.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Sometimes listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member by not helping in conflict resolution, not wanting to compromise, doesn't want to help where needed, etc.	Rarely listens to, shares with, and supports the efforts of others in the group but is most of the time not a good team member by not helping in conflict resolution, not wanting to compromise, doesn't want to help where needed, causes problems, etc.
Evaluate Peers	Fills out peer evaluation completely and always gives scores based on the presentation rather than other factors (e.g., person is a close friend)	Fills out almost all of the peer evaluation and always gives scores based on the presentation rather than other factors (e.g., person is a close friend).	Fills out most of the peer evaluation and always gives scores based on the presentation rather than other factors (e.g., person is a close friend)	Did not fill out peer evaluations or did not turn any in.