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**Eye & Ear Models and Presentation
 Anatomy & Physiology Honors**

Teacher Name: **Mr. Barrow**

Student Name: _____

CATEGORY	4	3	2	1	Score
Construction - Care Taken	Great care taken in construction process so that the structure is neat, attractive and follows plans accurately.	Construction was careful and accurate for the most part, but 1-2 details could have been refined for a more attractive product.	Construction accurately followed the plans, but 3-4 details could have been refined for a more attractive product.	Construction appears careless or haphazard. Many details need refinement for a strong or attractive product.	
Construction -Materials	Appropriate materials were selected and creatively modified in ways that made them even better.	Appropriate materials were selected and there was an attempt at creative modification to make them even better.	Appropriate materials were selected.	Inappropriate materials were selected and contributed to a product that performed poorly.	
Function	Structure functions extraordinarily well, holding up under atypical stresses.	Structure functions well, holding up under typical stresses.	Structure functions pretty well, but deteriorates under typical stresses.	Fatal flaws in function with complete failure under typical stresses.	
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
Teamwork/Collaboration with Peers	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work. Supportive of all group member efforts	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work. Usually supports the efforts of all	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work. Often supports group members but	Meetings are not held AND/OR some team members do not contribute a fair share of the work. Rarely supports team members and is often not a good team member.	
Labeling	Labeling is clear for all components.	Labeling for most components is clear.	Labeling for most components is flawed.	Inadequately labeled.	
Originality					

Creativity					
Attractiveness					
Preparedness	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.	
Enthusiasm	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.	
Handout/Presentation {Description of Analogies from Design and of Disease}					
Scientific Knowledge (If applicable)	Explanations by all group members indicate a clear and accurate understanding of scientific principles underlying the construction and modifications.	Explanations by all group members indicate a relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations by most group members indicate relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations by several members of the group do not illustrate much understanding of scientific principles underlying the construction and modifications.	

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