## Forensics: Get a Clue Rubric

	4	3	2	1
Individual	Stays in character	Stays in character	Stays in character	Is out of character
Contribution	and on task	and on task	and on task	throughout most
	throughout entire	throughout most	throughout some	of crime scene
	crime scene	of crime scene	of crime scene	investigation.
	investigation.	investigation.	investigation.	
				Provides minimal
	Provides daily	Provides useful	Provides some	information to
	useful and	and relevant	information	group throughout
	relevant information to the	information	throughout	investigation.
	group based on	throughout most of crime scene	investigation. Not all of information	
	role in group.	investigation.	is useful and	
	Tole in group.	iiivestigation.	relevant.	
Evidence	Conducts all math	Conducts most of	Conducts some of	Conducts one of
Processing	activities and	the math activities	the math activities	the math activities
J	interprets results.	and interprets	and interprets	and interprets
		results.	results.	results.
	Sets up, conducts			
	all science labs	Sets up, conducts	Sets up, conducts	Requires a lot of
	and draws	most of the	some of the	assistance to do a
	conclusions	science labs and	science labs and	science lab and
	thoroughly.	draws general	draws vague	has difficulty
	Poses five	conclusions.	conclusions.	drawing conclusions.
	investigative	Poses four	Poses three	CONCIUSIONS.
	questions per day	investigative	obvious questions	Has trouble
	that build on	questions per day	per day that	coming up with
	previous	that generally	somewhat build	questions.
	questions.	build on previous	on previous	4000000
	'	questions.	questions.	Does not
	Demonstrates			demonstrate
	thorough answers	Demonstrates	Demonstrates	answers to
	to the questions.	complete answers	answers to the	questions.
		to the questions.	questions.	
	Analyzes all			Analyzes little of
	evidence available	Analyzes most	Analyzes some of	the evidence
	which informs	evidence available	the evidence	available and does not show
	group's	which somewhat	available, but has	
	understanding of the relationship	informs group's understanding of	trouble showing the relationships	relationship between evidence
	between evidence	the relationship	between evidence	and suspects.
	and suspects.	between evidence	and suspects.	and odopoolo.
	1	and suspects.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Conclusion	Demonstrates	Demonstrates	Demonstrates	Demonstrates
	sophisticated level	above average	average level of	minimal level of
	of logical thinking	level of logical	logical thinking	logical thinking
	skills in solving	thinking skills in	skills in solving	skills in solving
	the crime.	solving the crime.	the crime.	the crime.
	lo oble to	lo oblo to	lo oble to	lo oble to
	Is able to	Is able to	Is able to	Is able to
	reconstruct the entire actual	reconstruct most of the actual	reconstruct some of the actual	reconstruct a bit of the actual crime.
	crime.	crime.	crime.	une actual chille.
	Lume.	Gillie.	Gillie.	<u> </u>

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	Writes a clear, sequential, and logical conclusion that is clearly supported by the evidence. Writing is well organized and free of grammar or spelling errors.	Writes a sequential and logical conclusion that is supported by the evidence. Writing is logically organized but has a few grammar or spelling errors.	Writes a conclusion that could be more sequential, and logical. Some of the evidence supports the conclusion. Writing is poorly organized and has some grammar and spelling errors.	Writes a brief conclusion that is not sequential, and is not logical; very little of the evidence supports the conclusion. Writing is disorganized and has many spelling and grammar errors.
Group Collaboration	Helps to keep group on task throughout entire project.  Collaborates with group throughout entire project.	Helps to keep group on task throughout most of project.  Collaborates with group throughout most of project.	Helps to keep on task throughout some of project.  Collaborates with group throughout some of project.	Does not help to keep group on task throughout the project.  Does not work collaboratively.