

## Insects Project Rubric

	4	3	2	1
<b>CONTENT and UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• We choose efficient and sophisticated processes to complete the project.</li> <li>• We demonstrate an in-depth understanding of the role of an entomologist in the respective field.</li> </ul>	<ul style="list-style-type: none"> <li>• We choose processes that allow the completion of the project.</li> <li>• We demonstrate an understanding of the role of an entomologist in the respective field.</li> </ul>	<ul style="list-style-type: none"> <li>• We need assistance in choosing processes for completing the project.</li> <li>• We demonstrate that we have gaps in understanding the role of an entomologist.</li> </ul>	<ul style="list-style-type: none"> <li>• We need assistance to complete basic steps of the project.</li> <li>• We show minimal understanding of the role of an entomologist.</li> </ul>
<b>EVIDENCE</b>	<ul style="list-style-type: none"> <li>• We offer well-developed evidence to support the claim that insects are helpful, using specific examples from research, the scientific journal, and brochure.</li> </ul>	<ul style="list-style-type: none"> <li>• We offer adequate evidence to support the claim that insects are helpful, using examples from research, the scientific journal, and brochure.</li> </ul>	<ul style="list-style-type: none"> <li>• We offer basic evidence to support the claim that insects are helpful, using examples from research or some evidence from the scientific journal or brochure.</li> </ul>	<ul style="list-style-type: none"> <li>• We offer no evidence to support the claim.</li> </ul>
<b>INTERPRETATIONS OF QUESTION:</b> Are insects helpful or harmful?	<ul style="list-style-type: none"> <li>• We offer unique interpretations and extensions (generalizations, applications, and analogies) to the question of whether insects are helpful or harmful.</li> <li>• Our argument is convincing and includes evidence to oppose counterclaims.</li> </ul>	<ul style="list-style-type: none"> <li>• We offer expected interpretations or extensions to the question of whether insects are harmful or helpful.</li> <li>• Our argument is somewhat convincing and includes some evidence to oppose counterclaims.</li> </ul>	<ul style="list-style-type: none"> <li>• We offer few interpretations or extensions.</li> <li>• Our argument is not clearly related to the claim, and does not include counterclaims.</li> </ul>	<ul style="list-style-type: none"> <li>• We offer no interpretations or extensions.</li> <li>• No understanding of whether insects are harmful or helpful is evident.</li> </ul>
<b>ORAL and WRITTEN PRESENTATION</b>	<ul style="list-style-type: none"> <li>• We convey clear, focused main ideas supported by well-chosen details and examples.</li> <li>• We design a presentation that effectively matches the topic,</li> </ul>	<ul style="list-style-type: none"> <li>• We convey our main ideas supported by relevant details and examples.</li> <li>• We design a presentation that matches the topic, audience,</li> </ul>	<ul style="list-style-type: none"> <li>• We convey a main idea but do not support it effectively.</li> <li>• We design a presentation that does not effectively match the topic,</li> </ul>	<ul style="list-style-type: none"> <li>• We do not present or support any main ideas.</li> <li>• We do not design a presentation that matches the topic, audience, or purpose.</li> </ul>

	audience, and purpose. • We use tools to enhance the communication of the content.	and purpose. • We use tools to support the communication of the content.	audience, or purpose. • We use tools that do not support the communication of the content.	• We use tools in a way that interferes with the communication of the content.
<b>ORGANIZATION</b>	• We present information in a clear sequence. • We make clear connections and transitions among ideas or topics. • We use consistent formatting throughout the presentation.	• We present information in order. • We make connections among ideas. • We include some formatting inconsistencies, but they do not interfere with the presentation.	• We present some information out of order. • We do not make clear connections among ideas. • We include formatting inconsistencies that detract from the presentation.	• We present disorganized information. • We demonstrate gaps in ideas and information. • We use inconsistent formatting that interferes significantly with the presentation.
<b>MECHANICS</b>	• We show clear evidence of proofreading. • Our work has no noticeable errors.	• We show adequate evidence of proofreading. • Our work has few errors and they do not detract from the presentation.	• We show some evidence of proofreading. • Our work has errors that detract from the presentation.	• We show little or no evidence of proofreading. • Our work has errors that interfere significantly with the presentation.