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| **Building A Structure : Building a Circuit** |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Teamwork** | All students contributed to the discussion and listened respectfully to others. All team members contributed a fair share of work. | Most students contributed to the discussion and listened respectfully to others. All team members contributed a fair share of work. | Most students contributed to the discussion. Teacher had to intervene to settle arguments less than 2 times. All team members contributed to a share of work. | Some team members did not contribute to a fair share of work or teacher had to intervene to settle disagreements. Teacher had to reassign groups. |
| **Information Gathering** | Accurate information taken from several sources in a systematic manner. | Accurate information taken from a couple of sources in a systematic manner. | Accurate information taken from a couple of sources but not systematically. | Information taken from only one source and/or information not accurate. |
| **Web Quest** | All web sites were viewed and all games were played to gather information and practice building and testing circuits. | Most web sites were viewed and all games were played to gather information and practice building and testing circuits. | Some web sites were viewed and all games were played to gather information and practice building and testing circuits. | A few web sites were used to play games and some information was gathered. |
| **Quizzes** | All on-line practice quizzes were taken and printed with score to go in Science portfolios. | Four of the main five quizzes were taken and printed with score to go in Science portfolios. | Three of the main five quizzes were taken and printed with score to go in Science portfolios. | One or two of the main five quizzes were taken and printed with score to go in Science portfolios. |
| **Student Videos** | Video was informative and showed an understanding of circuits. Video had questions for their peers to answer. | Video meet most but did not meet all criteria that the students had an understanding of electricity or circuits. Video was informative and had questions. | Video meet some but did not meet all criteria that the students had an understanding of electricity or circuits. Video was informative and had questions. | Video meet little of the requirements such as informative information, understanding of circuits, or questions for peers to answer. |

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