Project-based Learning Rubric

Score Levels	GRC Rubric	4	3	2	1
	Crosscutting Concepts: • Systems • Cause and Effect	• Evaluate, in detail, the positive and negative effects of a micro-gravity environment on the body as a system • Create an analogy to demonstrate the cause and effect relationship associated with the problems of traveling to Mars.	• Discuss the body is a system • Analyze the cause and effect relationship associated with the problems of traveling to Mars.	• Discuss human body systems • Discuss the cause and effect relationship associated with the problems of traveling to Mars superficially and using basic concepts.	• Discuss body some human body systems • Discuss the problems associated with the problems of traveling to Mars as a concept.
	Disciplinary Core Idea (DCI): • The human body is a system of interacting sub-systems composed of groups of cells	• Include immune, endocrine, or pre-natal development on affected by micro gravity. • Use appropriate content vocabulary properly.	• Predict how four body systems interact while in space as compared to Earth. • Use appropriate content vocabulary properly.	• Predict how three or less body systems interact while in space as compared to Earth. • Use some appropriate content vocabulary properly.	• Discuss how body systems interact while in space as compared to Earth without prediction. • Use few appropriate content vocabulary words.
	Science Practices: • Develop Explanations and Design Solutions • Analyze Solutions	• Explanations and solutions include a thorough explanation of science content at a 9th grade level (please ask for specifics) • Analyze other group's solutions to determine validity and practicality	• Develop explanations and design solutions to solve a specific problem involving Mars travel • Analyze other group's solutions to determine validity	• Discuss possible explanations and design solutions to solve a specific problem involving Mars travel • Did not analyze other group's solutions to determine validity	• Discuss possible explanations and discuss a solution to solve a problem without support or evidence. • Did not analyze other group's solutions to determine validity
	Communication: • Style and Organization • Focused and Supported Arguments	• Interpretation of the data makes insightful connections to other content concepts or disciplines (math, LA, SS)	• Communicate in a way that is clear, coherent, and confident, and in which the development, organization and style are appropriate to task, purpose, and audience • Present arguments on disciplinary content that are logical, focused, and supported with sufficient and relevant evidence	• Communicate in a way that is clear, coherent, and confident, but the organization and style may not be appropriate to task, purpose, and audience • Present arguments on disciplinary content that are logical, focused, but lack evidence that support argument	• Communicate with some calamity but concepts are inaccurate or inappropriate for the task or audience. • Present arguments on disciplinary content that are unfocused and unsupported with evidence. •