Model/Diorama/Invention presentation rubric

Grade	A	B	C	D	E	0	Total
Creativity Showed creativity in the working models design and innovation in the development of an original solution.	5 Model uses creative material to show exceptional understanding of idea or is creativity in it's design	4 Model uses creative material to show thorough understanding of idea or is somewhat creative in it's design	3 Model uses common material to show good understanding of idea or is not overly creative in it's design	2 Model uses common material to show basic understanding of idea or is not creative, (someone elses design)	1 Model uses common material to show limited understanding of idea, someone elses design	0	WS 8
Deep understanding Demonstrated a deep understanding of the scientific concepts used in the model	5 model/invention is attempted but not well constructed	4 the model or student verbally demonstrates an thorough (a few errors) understanding of the scientific concepts represented in the model	3 the model or student verbally demonstrates a sound (many) understanding of the scientific concepts represented in the model	2 the model or student verbally demonstrates an basic (general terms) understanding of the scientific concepts represented in the model	1 the model or student verbally demonstrates an limited (vague) understanding of the scientific concepts represented in the model	0	/10
Meets intention comprehensively meets the criteria they set to model or invent	5 a comprehensive understanding of how the model reflects the concept or idea to be explored	4 a thorough understanding of how the model reflects the concept or idea to be explored	3 a satisfactory understanding of how the model reflects the concept or idea to be explored	2 a basic understanding of how the model reflects the concept or idea to be explored	1 a limited understanding of how the model reflects the concept or idea to be explored	0	WS 9 /5
Justifies choices for modelling Correctly justifies choices made in the modelling process by referring to correct scientific information	5 Student refers explicitly to multiple sources and synthesises these clearly and succinctly when justifying choices in the modelling process	4 Student synthesises a range of information and presents it clearly and succinctly when justifying choices in the modelling process	3 Student refers explicitly to a single sources and clearly and succinctly uses it to justify choices in the modelling process	2 Student refer to information beyond a common knowledge of the topic and uses it to justify choices in the modelling process	1 Students employ common knowledge of the topic to justify choices in the modelling process	0	WS 7 /5
Problems and solutions problems and solutions encountered are identified.	5 problem is exceptionally understood and displays this exceptional understanding of how problems (3 or more) were solved	4 problem is thoroughly understood and displays this thorough understanding of how problems (2 or more) were solved	3 problem is understood and displays this sound understanding of how problems were solved (2 or more)	2 problem is somewhat understood and displays this; some understanding of how problem was solved, only one problem clearly identified and display	1 1 problem is shown in writing and displays no identification of solution	0	WS 8 /5
Presentation the display is well presented and is interesting or eye catching	5 an excellent presentation of the scientific concept through the model	4 a thorough (all elements are present) presentation of the scientific concept through the model	3 a sound (most elements are present) presentation of the scientific concept through the model	2 a basic (most elements are present) presentation of the scientific concept through the model	1 a basic (some elements are present) presentation of the scientific concept through the model	0	WS 9 /5
					Total		/30