**Teacher Assessment rubric for Man Vs Earth WebQuest**

**Individual Assessment**

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|  | **Beginning** | **Developing** | **Accomplished** | **Score** |
| **Task 1- Mind Map and YouTube Clip 10 Marks** | | | | |
| **Ability to use resources effectively to gather correct information.** | 0-1 mark  Showed little effort or interest in contributing to researching from different sources. | 2 marks  Has some aspects of beginning and accomplished. | 3 marks  Contributed to extensive research of several resources to gain a good understanding of a concept. |  |
| **Using the Mind Map and YouTube clip to visually represent and convey information.** | * 1. mark   Showed little to no contribution to finding a relevant clip which was informative and relevant or participating in the creation of a cohesive, interesting Mind Map. | 2-3 marks | 4 marks  Information was collated in a clear, cohesive manner to aid peer learning and engage other students. Contribution to the Mind Map and clip showed consideration of creativity and resourcefulness. |  |
| **Demonstrate ability to work and communicate as part of a group.** | * 1. mark   Did not work well as part of a team by not fulfilling role, not communicating with other group members and not contributing to group decisions or work. | 2 marks | 3 marks  Contributed extensively during the activity and communicated ideas as well as resolving any conflicts. Made an effort to make sure all group members understood the concepts, the Mind Map and the clip. |  |
| **Task 2- Science Experiments 10 Marks** | | | | |
| **Ability to gather materials and follow the procedure for the experiment.** | 0-1 mark  Showed little ability to assist in gathering necessary materials and did not follow procedure for the experiment. | 2 marks | 3-4 marks  Was very effective at helping to get necessary materials and assisted everyone to follow the procedure. |  |
| **Recording and analysis of results.** | 0-1 mark  Showed little effort to record or examine the results of the experiment. | 2 marks | 3 marks  Recorded and examined results extensively as part of the group, showing good insight and effective notation. |  |
| **Demonstrate ability to work and communicate as part of a group.** | 0-1 mark  Did not work well as part of a team by not fulfilling role, not communicating with other group members and not contributing to group decisions or work. | 2 marks | 3 marks  Worked very well as part of a team, contributing to ideas and decisions as well as listening to others’ thoughts. Let everyone partake in the experiment. |  |
| **Task 3- Board Game 10 Marks** | | | | |
| **Ability to use resources effectively to gather correct information and interesting facts.** | 0-1 mark  Did not make many attempts to contribute to finding or checking relevant or interesting information that might aid peer learning. | 2 marks | 3 marks  Showed effective research skills and consideration of information to aid peer learning. |  |
| **Creating a visually cohesive, clear, dynamic, interesting board game.** | 0-1 mark  Did little to participate in forming the board game or many of its parts. Did not express any ideas about how to construct or present the board game. | 2-3 marks | 4 marks Made great contributions to creating an effective board game to inform and entertain others and shared ideas about how to organise and present information. |  |
| **Demonstrate ability to work and communicate as part of a group.** | 0-1 mark  Did not work well as part of a team by not fulfilling role, not communicating with other group members and not contributing to group decisions or work. | 2 marks | 3 marks  Communicated ideas and opinions to other group members, listened to others’ ideas and opinions and attempted to resolve any conflicts. |  |
| **Task 4- Comic Strip 10 Marks** | | | | |
| **Collating information and making decisions about its relevance and importance.** | 0-1 mark  Little to no effort in gathering or analysing information or making decision about this information with reference to its relevance and importance in the group’s overall message of sustainability | 2-3 marks | 4 marks  Effective participation and contribution to research and making decisions about how to use information and its importance in the group’s overall message of human impact on sustainability. |  |
| **Planning and creating an effective, informative and clear comic strip.** | 0-1 mark  Did not contribute to planning the comic strip or assisting to make it informative, cohesive and inspiring. | 2 marks | 3 marks  Made great contributions to planning and organising information as well as forming it into a useful, educational tool. |  |
| **Demonstrate ability to work and communicate as part of a group.** | 0-1 mark  Did not work well as part of a team by not fulfilling role, not communicating with other group members and not contributing to group decisions or work. | 2 marks | 3 marks  Demonstrated ability to work very well with others; participating in but not taking over the activity, expressing own ideas and listening to those of others’. |  |
| **Task 5- Interview with a Scientist 10 Marks** | | | | |
| **Relevant information to be presented and planning/scripting an effective ‘interview’.** | 0-1 mark  Showed little participation in selecting information to be presented to the class or assisting in planning and scripting the interview. | 2-3 marks | 4 marks  Showed lots of active participation in selecting relevant information to educate others and shared practical ideas about how to plan and script the interview. |  |
| **Presenting the interview to the class.** | 0-1 mark  Did not show much involvement in preparing the interview in terms if script or props, did not speak clearly and did not seem to have studied the script beforehand (therefore did not seem to know what he was talking about). Did not try to make interview engaging for others. | 2 marks | 3 marks  Participated fully in role for the ‘interview with a scientist’, their involvement and participation was evident in the final presentation. Spoke clearly and directly and seemed to know they were talking about. Tried hard to make interview interesting and enjoyable for others. |  |
| **Demonstrate ability to work and communicate as part of a group.** | 0-1 mark  Did not work well as part of a team by not fulfilling role, not communicating with other group members and not contributing to group decisions or work. | 2 marks | 3 marks  Worked as part of a team to develop an informative, interesting presentation for others, shared ideas and listened to others. Helped other group members with their role and tried to resolve any conflicts. |  |
| **Final Task- Sustainability Message 15 Marks** | | | | |
| **Assemble information from various places and decide what is relevant.** | 0-1 mark  Very little energy spent on gathering information and some information did not seem relevant to the overall message. | 2-3 marks | 4 marks  Use of information and facts from many different sources as well as use of relevant and factual information. |  |
| **Mould information and ideas into a visually appealing campaign.** | 0-1 mark  Little use of creativity or originality in design or implementation of campaign and lack of relevant information or facts. | 2 marks | 3 marks  High contribution of ideas and individual skills to create an original and excellent use of appropriate information or facts. |  |
| **Ability to convey a message and inspire the wider community.** | 0-1 mark  Overall message was unclear and campaign didn’t use many techniques to inspire action or change. | 2-3 marks | 4 marks  Overall message was clear, well-organised and well thought out along with obvious consideration of how to inspire action or change. |  |
| **Demonstrate ability to work and communicate as part of a group.** | 0-1 mark Did not work well as part of a team by not fulfilling role, not communicating with other group members and not contributing to group decisions or work. | 2-3 marks | 4 marks  Showed great aptitude in working with other students, listened well to others and communicated own ideas well. Also contributed greatly to whole group decisions and work. |  |
| **/65** | | | | |