Rubric for art/science activity:

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| **CATEGORY** |  **0-5 points**  |  **6-10 points**  |  **11-15 points**  |  **16-20 points** |
| ***PAINTING*** | Painting was incomplete or no more than 2 colors were used or there was no use of cause and effect items (salt, vinegar, rubbing alcohol). | Painting was complete but less than 2 colors were used and only one cause and effect item was used (salt, vinegar, rubbing alcohol). | Painting was complete and either 2 or more colors were used with only one cause and effect item OR less than 2 colors were used with the use of more than one cause and effect item. | Painting was completed using more than 2 colors and using more than 2 cause and effect items (salt, rubbing alcohol, vinegar). |
| ***PREPAREDNESS*** | Group is not prepared to present. There is confusion about what to present and who presents what. | Group seems somewhat prepared, there exists some confusion about what to present and who is presenting what. | Group seems mostly prepared. There is little confusion about what to present or who will be presenting what. | Group is completely prepared. There is no confusion about what to present or who will be presenting what. |
| ***MICROBE*** | Students have little to no knowledge about the microbe they painted and researched. | Students demonstrate minimal knowledge about their microbe. They define at least two characteristics of the microbe from the list on their handout. | Students demonstrate average knowledge of their microbe. They define 2-4 characteristics from the list on their handout. | Students exhibit in depth knowledge about their group microbe. They define each of the characteristics listed on their handout. |
| ***PRESENTATION*** | Does not relate any cause and effect relationships they noted in the activity. Does not relate art and scale to the study of microbes. | Give less than 3 examples of cause and effect relationships from the activity. Does not indicate how art, the use of scale and science are related. | Gives 3 examples of cause and effect relationships from the activity. Indicates how art, the use of scale, and science are related but does not give an example. | Gives 4 or more examples of cause and effect relationships from the activity. Tells how art, the use of scale and science are related and gives examples. |