**RUBRIC: Laboratory Safety and Clinical Practice Unit Culminating Performance Task**

Title of Project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Accuracy of Content** | All informational points made for the project are correct . Accurate scientific steps are communicated to the audience clearly | All but one of the informational points made for the project are correct. All other scientific information is communicated in steps, to the audience clearly. | All but two of the informational points made for the project are correct. All other scientific information is communicated in steps, yet unclear. | Several information points are incorrect. Accurate steps are not communicated about the topic to the audience clearly |
| **Communication** | Information and scientific content was communicated effectively so that the audience could easily understand. | Information and scientific content was communicated but one part of the project needed slightly more explanation for the audience to easily understand. | Information and scientific content was communicated but the audience had some difficulty figuring out some of the information being communicated. | Communication of information and scientific content was not communicated well; see teacher notes belowl |
| **Attractiveness** | Creativity, contrast and originality were used to give the project sensory appeal and engage the class. | Creativity, contrast and originality were lacking somewhat giving the project sensory appeal that compromised audience engagement | The project used "borrowed" materials to give the project sensory appeal. Audience engagement was not due to your work. | No creativity, contrast and originality were used to give the project appeal and the class engagement was minimal. |
| **Student Support Material** | The group put a lot of thought into making the student support resource interesting and informative which provided the class a study tool | The group put some thought into making the student support resource interesting and informative which provided the class a study tool | The group tried to make the student support resource interesting and informative; yet the resource did not provide sufficient representation of the task; therefore students do not have a useable study tool | The group put little thought into making the student support resource interesting and informative which leaves the class without a study tool |
| **Cooperative work** | The group worked well together with all members contributing significant amounts of quality work. | The group generally worked well together with all members contributing some quality work. | The group worked fairly well together with all members contributing some work. | The group often did not work well together and the game appeared to be the work of only 1-2 students in the group. |
| **Teacher Notes:** |  |  |  |  |
| **Team Score out of a possible 20points** |  |  |  |  |