

## Unit 1 Performance Task Rubric

Component	Did Not Demonstrate	Beginning	Developing	Proficient	Mastery
<p><b>Representation of Components, Mechanisms, and Relationships in the Phenomenon</b></p> <p><b>(The Science)</b></p> <p><b>SS.SCI.BIO.1.2</b></p>	<p>The student's response is missing, illegible, or irrelevant.</p>	<p>Shows none of the factors that caused the runner to become unconscious:</p> <ul style="list-style-type: none"> <li>Shows 1 or more body systems but does not show interactions</li> <li>Does not show interactions on multiple levels (organ, tissue, cell)</li> </ul> <p>Note: At this level students did not correctly identify the failed feedback mechanism. They may have shown a different cause than the coma.</p>	<p>Shows the factors that caused the runner to become unconscious. May have some inaccuracies:</p> <ul style="list-style-type: none"> <li>Shows 1 or more body systems but does not show interactions</li> <li>Shows interactions on multiple levels (organ, tissue, cell)</li> </ul> <p>Note: At this level students are failing to show interactions in the model. They may have the kidney and brain drawn but are failing to show how they are communicating with each other.</p>	<p>Effectively shows the main factor that caused the runner to become unconscious. May have minor inaccuracies:</p> <ul style="list-style-type: none"> <li>Demonstrates interactions between at least two body systems</li> <li>Illustrates interactions at various biological levels (organ, tissue, cell)</li> </ul> <p>Note: At this level, the model shows an understanding of having low plasma sodium and its effects on the body. Includes minor inaccuracies which doesn't show the exact mechanism of how or why the runner went into coma</p>	<p>Effectively and accurately shows the main factor that caused the runner to become unconscious :</p> <ul style="list-style-type: none"> <li>Demonstrates interactions between at least two body systems</li> <li>Illustrates interactions at various biological levels (organ, tissue, cell)</li> </ul> <p>Note: At this level, the model should show an understanding of hyponatremia, not just "water imbalance." The exact mechanism of how and why the runner becomes unconscious is clearly shown in the model</p>

<b>Decision making about visual representation</b>	The student's response is missing, illegible, or irrelevant.	No use of symbols/notations to demonstrate phenomenon components, relationships, and mechanisms.	Limited use of symbols/notations to demonstrate phenomenon components, relationships, and mechanisms.	Used some symbols/notations to demonstrate phenomenon components, relationships, and mechanisms.	Used proper symbols/notations to demonstrate phenomenon components, relationships, and mechanisms.
<b>(The Model)</b>					
<b>SS.SCI.BIO.2.3</b>		The images are not clear and does not show an attempt at some legends/keys or written captions to clarify the model.	The images are not clear and shows an attempt at some legends/keys or written captions to clarify the model.	The images (for the most part) "speak for themselves." Or contains some legends/keys and written captions to clarify the model.	The images (for the most part) "speak for themselves." Or contains legends/keys and written captions to clarify the model.
<b>Using the model to develop a written explanation or prediction</b>	The student's response is missing, illegible, or irrelevant.	Explanation does not match the mechanism represented in the model.	Individual written explanation includes some of the components, relationships and mechanism represented in the model.	Individual written explanation includes the components, relationships and mechanism represented in the model.	Individual written explanation includes the components, relationships and mechanism represented in the model.
<b>(The Explanation)</b>		Individual written explanation has little to no use of appropriate scientific terminology to develop an explanation of the phenomenon than can be represented on the model.	Individual written explanation has limited use of appropriate scientific terminology to develop an explanation of the phenomenon than can be represented on the model.	Individual written explanation utilizes some appropriate scientific terminology to develop an explanation of the phenomenon that can be represented on the model.	Individual written explanation utilizes appropriate scientific terminology to develop an explanation of the phenomenon.  Individual written explanation explains why at least one other feedback mechanism was not disrupted.
<b>SS.SCI.BIO.2.7</b>					

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<p><b>Evaluate the model</b></p> <p><b>SS.SCI.BIO.2.10</b></p>	<p>The student's response is missing, illegible, or irrelevant.</p>	<ul style="list-style-type: none"> <li>• No idea why we made the model</li> <li>• Focused on appearance ("colorful" or "neat") as opposed to characteristics or decisions</li> </ul>	<p>In self-evaluation student in-accurately explains the following:</p> <ul style="list-style-type: none"> <li>• Limitation of their model</li> <li>• Purpose of decision making</li> </ul>	<p>In self -evaluation student fails to mention one of the following:</p> <ul style="list-style-type: none"> <li>• Limitations of their model</li> <li>• Purpose of decision-making</li> </ul>	<p>In self-evaluation student mentions:</p> <ul style="list-style-type: none"> <li>• Limitations of their model</li> <li>• Purpose of decision-making</li> </ul>
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