

Content Rubric (3 Scores)

	1	2	3	4
Accuracy	The project has many errors.	The project has no more than 4 major errors.	The project has no more than 3 major errors.	The project has no errors or only 2 minor errors.
Levels of Organization	The student does not discuss levels of organization in their presentation.	The student briefly mentions different vocabulary terms such as cells, tissues, organs and organ systems. The use is unclear or inaccurate. OR they fail to cite their evidence.	The student mentions different vocabulary terms such as cells, tissues, organs and organ systems.	The student mentions different vocabulary terms such as cells, tissues, organs and organ systems and the use helps support their treatment plan.
Organ Systems	The student does not discuss organ systems in their presentation.	The student clearly discusses more than 1 organ system but the connections or evidence is unclear. OR they fail to cite their evidence.	The student clearly makes connections between the different organ systems and how they would be impacted by a third degree burn but the evidence is not as strong.	The student clearly makes connections between the different organ systems and how they would be impacted by a third degree burn with strong evidence.
Treatment Plan	The student does not provide a treatment plan for their patient.	The student prepares a treatment plan, but it only encompasses only one or two organs impacted. OR they fail to cite their evidence.	The student prepares a treatment plan and it encompasses more than 2 different organs, but the evidence provided is not as strong.	The student prepares a treatment plan and it encompasses more than 2 different organs with strong evidence.
Burns	The student has no clear understanding of different types of burns.	The student briefly mentions different types of burns but the use is unclear or inaccurate. OR they fail to cite their evidence.	The student briefly mentions different types of burns accurately and clearly.	The student briefly mentions different types of burns accurately and clearly and it connects to their treatment plan.
Calculations	The student did not finish all of the necessary calculations.	The student completed the calculations, but there are errors (2 or more).	The student completed the calculations with no errors.	The student completed the calculations and can explain in their presentation why the calculations were important in forming a treatment plan.
Graphs / Charts	The student did not finish all of the necessary graphs or charts.	The student completed the required graphs and charts but does not reference them in their presentation.	The student completed the required graphs and charts and only references them briefly without explanation.	The student completed the required graphs and charts and explains them with a depth of understanding showing analysis.

Presentation Rubric (3 Scores)

	1	2	3	4
Creativity	The project is not original. The project theme is unclear.	The project is artistic but does not have an overall theme.	The project has some elements that are unique and engaging.	The project is thoroughly unique and engaging. It shows a great deal of thought and planning. The project has several elements of art incorporated and a clear overall theme.
Presentation Product (Slides or Canva)	The presentation product is incomplete.	The presentation product does not include all necessary sections (patients overview including burn types and percentages, graphs, charts, treatment plan, impacted organs and organ systems, appropriate vocabulary as well a clear organization.	The presentation product includes all necessary sections (patients overview including burns and percentages, graphs, charts, treatment plan, impacted organs and organ systems, and appropriate vocabulary but is not organized well.	The presentation product includes all necessary sections (patients overview including burns and percentages, graphs, charts, treatment plan, impacted organs and organ systems, appropriate vocabulary, and is organized well.
Video Presentation	The student did not present their project to the class through flipgrid.	The student presents through flipgrid the project with clarity and a loud voice but fails to speak in the allotted time frame, 7-10 minutes or does not share their digital presentations (Canva or Google Slides). .	The student presents through flipgrid the project with clarity and a loud voice in the allotted time frame, 7-10 minutes. They are engaging and transitions between group members are seamless.	The presentation of the project was clear and easy to understand through flipgrid. It fit within the allotted time frame of 7-10 minutes. They are engaging and transitions between group members are seamless. The group added a creative element to their presentation to make it more engaging that is unique.
Peer Review	The student did not provide any peer feedback or fell below the threshold of reviewing 3 projects.	The student provided limited peer support and review through the padlet. Their feedback is unclear and does not help the group to improve.	The student provided peer feedback for all 3 videos and it is mostly clear. They are encouraging and provide tips for improvement. However, the feedback does not encompass scientific evidence or point to scientific accuracy.	The student provided peer feedback for all 3 videos and it is mostly clear. They are encouraging and provide tips for improvement. The feedback does encompass scientific evidence and points to scientific accuracy.