| 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. |