

	Creation of Original DNA Model	Creation of Mutated DNA Models	Completeness and Accuracy of Worksheet	Language and Conventions Used in Worksheet	Participation
	<i>The extent to which the student correctly followed the base sequence provided in the Student Guide to create the DNA strand</i>	<i>The extent to which the student correctly followed instructions in the Student Guide to create three mutated DNA models</i>	<i>The extent to which the six components (three tables and three questions) in the Student Worksheet are complete and accurate</i>	<i>The extent to which wording is chosen appropriately and grammar, punctuation, and spelling are used correctly</i>	<i>The extent to which the student is engaged in the project and makes efficient use of allotted time</i>
Weight	15%	25%	35%	10%	15%
6	Very Effective Student followed the base sequence provided.	Very Effective Student replaced the first base (adenine) to make the first mutated strand, the second base (thymine) to make the second mutated strand, and the third base (cytosine) to make the third mutated strand.	Very Effective All six components are complete and accurate.	Very Effective Student demonstrates proper word choice. There are no errors in grammar, punctuation, and spelling.	Very Effective Student is engaged in the project and is very self-directed. Efficiently uses time well throughout the project.
5	Good Student used one pop bead that does not follow the base sequence provided.	Good Student replaced two of the first three bases to make two correct mutated DNA strands.	Good All six components are complete, but some of the components are not accurate.	Good Student demonstrates good word choice. There are few errors in grammar, punctuation, and spelling, and they do not significantly interfere with communication of content.	Good Student is engaged in the project, but does not always use time well and may have procrastinated on one thing. Project is completed on time.
4	Adequate Student used two pop beads that do not follow the base sequence provided.	Adequate Student replaced one of the first three bases to make one correct mutated DNA strand.	Adequate All six components are complete, but most of the components are not accurate.	Adequate Student demonstrates adequate word choice. There are some errors in grammar, punctuation, and spelling, but they do not significantly interfere with communication of content.	Adequate Student is engaged in the project, but does not make efficient use of time. Project is not completed on time.
3	Limited Student used three pop beads that do not follow the base sequence provided.	Limited Student replaced other adenine, thymine, and cytosine bases in the strand.	Limited One of the components is not complete.	Limited Student demonstrates simple word choice. There are several errors in grammar, punctuation, and spelling that may interfere with communication of content.	Limited Student is occasionally distracted but still completes the project on time.
2	Minimal Student used four pop beads that do not follow the base sequence provided.	Minimal Student added or deleted bases in the strand.	Minimal Two of the components are not complete.	Minimal Student demonstrates simple word choice. There are many errors in grammar, punctuation, and spelling that interfere with communication of content.	Minimal Student is often distracted and does not complete the project on time.
1	Inadequate Student used five or more pop beads that do not follow the base sequence provided.	Inadequate Student did not make any mutated DNA models.	Inadequate Three or more of the components are not complete.	Inadequate Student demonstrates poor word choice. There are severe errors in grammar, punctuation, and spelling that significantly interfere with communication of content.	Inadequate Student is not engaged and does not complete the project at all.