

	Modeling the Structures of the Digestive System	Modeling Food Changes	Explaining How Food Changes in the Human Body	Language and Conventions Used in Description	Participation
	<i>The extent to which the nine structures of the digestive system are modeled and labeled accurately</i>	<i>The extent to which the eleven shapes used to represent food/molecules are placed in the proper location</i>	<i>The extent to which the four changes in food in the human body (digestive system and cells) are accurately described</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	30%	20%	25%	10%	15%
6	Very Effective Student modeled and labeled all nine structures of the digestive system accurately.	Very Effective Student placed the eleven shapes that represent food in the proper location.	Very Effective All four changes in food were accurately described.	Very Effective Student demonstrates proper word choice. There are no errors in grammar, punctuation, or spelling.	Very Effective Student is engaged in the project and is very self-directed. Efficiently uses time throughout the project.
5	Good Student modeled and/or labeled only eight of the nine structures of the digestive system accurately.	Good Student placed ten of the eleven shapes that represent food in the proper location.	Good Three of the four changes in food were accurately described.	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 modeled and/or labeled only seven of the nine structures of the digestive system accurately.	Adequate Student placed nine of the eleven shapes that represent food in the proper location.	Adequate Two of the four changes in food were accurately described.	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 modeled and/or labeled only six of the nine structures of the digestive system accurately.	Limited Student placed eight of the eleven shapes that represent food in the proper location.	Limited One of the four changes in food were accurately described.	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 modeled and/or labeled only five of the nine structures of the digestive system accurately.	Minimal Student placed seven of the eleven shapes that represent food in the proper location.	Minimal None of the four changes in food were accurately described.	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 modeled and/or labeled less than five of the nine structures of the digestive system accurately.	Inadequate Student placed less than seven of the eleven shapes that represent food in the proper location.	Inadequate Student did not describe food changes.	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.