

Universe Visual Representation of the Universe

***COMPLETE this section of the rubric referring to your GROUP work on the ART project with your partner(s).**

SKILL	This work does not demonstrate the skill	This work demonstrates some progress towards the skill	This work demonstrates the skill
S.1 Works collaboratively with peers	Rarely listens to, shares with, and supports the efforts of others. Often is not a team player.	Often listens to and shares with others, but may rarely support the efforts of others or help others work together	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.
S.2 Actively participates during class	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.	Sometimes provides useful ideas when participating in the group and in classroom discussion. <u>A satisfactory group member who does what is required.</u>	Routinely provides useful ideas when participating in the group and in classroom discussion. <u>A leader who contributes a lot of effort.</u>
S.3 Organizes and completes work in a timely manner	Rarely focuses on the task and what needs to be done. <u>Lets others do the work.</u>	<u>Focuses on the task and what needs to be done some of the time.</u> Other group members must sometimes remind to keep this person on task.	Consistently stays focused on the task and what needs to be done. <u>Very self-directed.</u>
S.4 Comes to class prepared for learning (attitude)	<u>Is often negative about the task(s).</u> Does not offer constructive feedback	<u>Sometimes has a negative attitude about the task(s).</u>	<u>Always has a positive attitude about the task(s).</u> Offers constructive feedback to the group.
S.5 Uses creativity to demonstrate learning	<ul style="list-style-type: none"> relies on existing models, ideas, or directions; uses materials and ideas in typical ways does not take risks, made in a conventional style has several elements that do not fit together 	<ul style="list-style-type: none"> has some new ideas or improvements, but some ideas are predictable or conventional may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas has some interesting touches has some elements that may be excessive or do not fit together well 	<ul style="list-style-type: none"> is new, unique, surprising, personalized may successfully break rules and conventions, or use common materials or ideas in new ways is well-crafted, striking designed with a distinct style, but still appropriate for the purpose combines different elements into a coherent whole

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S.6 Clearly explains thinking	Presents no script or organized plan in their explanation.	Script is present but not organized. Has audio and visual but they do not tie together in a purposeful fashion.	has clearly scripted a thought-out explanation of the universe and its components. Pairs visual with audio explanation
S.7 Attends to detail	Provides minimal explanation of the components in the universe. No use of scientific vocabulary.	Explains the parts of the universe but has not demonstrated an understanding of their connections. Minimal use of scientific vocabulary.	Explains the parts of the universe and how they connect. Shows understanding of the bigger picture. Thoughtful use of scientific vocabulary.
Extends Learning	Has not demonstrated making connections outside of the class material	Makes loose connections beyond what was covered in class material	Makes strong connections between class material and material beyond what we've discussed in class.

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6.MS-ESS1-5(MA). Use graphical displays to illustrate that Earth and its solar system are one of many in of the Milky Way galaxy, which is one of billions of galaxies in the universe.	<i>1 - Not meeting grade level standard. Showing minimal progress.</i>	<i>2 - Approaching standard. Demonstrates progress toward grade level standard but not yet at standard.</i>	<i>3 - Meeting standard. Demonstrates solid knowledge and understanding.</i>
<ul style="list-style-type: none"> All levels of Universe organization are present and defined 	Not all levels (supercluster, cluster, galaxy, solar system) present	All levels (supercluster, cluster, galaxy, solar system) present, but not all defined well	All levels (supercluster, cluster, galaxy, solar system) present and well-defined.
<ul style="list-style-type: none"> Project shows how levels (supercluster, cluster, galaxy, solar system) relate to one another 	Few levels are arranged accurately in relation to one another (ex. size and what belongs inside of what)	Most levels are arranged accurately in relation to one another (ex. size and what belongs inside of what)	All levels are arranged accurately in relation to one another (ex. size and what belongs inside of what)
<ul style="list-style-type: none"> Project demonstrates understanding of the large quantity of solar systems and 	Project does not show or explain understanding of the vast quantity	Project only explains, but does not show understanding of the	Project demonstrates and explains understanding of the vast quantity of

galaxies and the scale of the universe	of stars and galaxies in the universe	vast quantity of stars and galaxies in the universe	stars and galaxies in the universe
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