

# ASSESSMENT

## ASSESSMENTS

Student assessments are based on the quality of their written CER conclusions.

## RUBRIC

### CLAIM, EVIDENCE, REASONING (CER) RUBRIC:

	1	2	3	4
CLAIM	Claim is stated incorrectly.	Claim does not make appropriate connections to the task.	Claim does not make appropriate connections to the task.	Domain-specific language is used to state the claim accurately.
EVIDENCE	Evidence is unclear or does not support the claim.	Evidence is provided to support the claim.	Evidence from text, videos, experiments, pictures, or lectures supports the claim.	Evidence from text, videos, experiments, pictures, and lectures contributes to overall understanding of the claim.
REASONING	Reasoning does not support the claim.	Reasoning partially supports the claim.	Reasoning fully supports the claim.	Reasoning supports and extends the claim.

**SCIENTIFIC METHOD WITH FORTNITE PROJECT RUBRIC:**

<b>CHOOSING THE BEST FORTNITE CREATIVE OBJECTS</b>				
	<b>DEVELOPING</b>	<b>COMPETENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>PROJECT CONTENT/ LEARNING OBJECTIVES</b>	No conclusion is apparent OR important details are overlooked. Evidence is lacking and overall the claims are not convincing.	Student provides a conclusion with evidence that does not prove their claim. The reasoning is not convincing; therefore, the claim cannot be proven.	Student provides a somewhat detailed conclusion clearly based on the data and related to the claim. The evidence is somewhat convincing.	Student provides a detailed conclusion clearly based on the data and related to previous research findings and the hypothesis statement(s). Claims are believable, based on the evidence, and very convincing.
<b>PROJECT DEVELOPMENT</b>	Student requires adult assistance to identify and define almost all variables to collect viable evidence.	With adult help, student identifies and clearly defines dependent and independent variables.	Student mostly identifies dependent and independent variables with some adult assistance.	Student independently identifies and clearly defines dependent and independent variables.
<b>PROJECT AESTHETICS/ DESIGN</b>	The display is incomplete or disorganized, with no clear plan. There is no multimedia presentation of evidence.	Each element of the display serves to illustrate some aspect of the experiment. More elements are needed to support the evidence.	Each element of the display clearly illustrates some aspect of the experiment. Evidence is demonstrated using video screencasts.	Each element in the display clearly illustrates some aspect of the experiment. Compelling quantitative and qualitative evidence is presented in video screencasts.

## CHOOSING THE BEST FORTNITE CREATIVE OBJECTS

	<b>DEVELOPING</b>	<b>COMPETENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>REFLECTION</b>	Student cannot identify the phenomena under investigation without adult support.	Student identifies some, but not all, of the phenomena under investigation without adult support.	Student identifies the phenomena under investigation, including the change in motion of an object.	Student identifies the purpose of the investigation. They provide evidence that the change in an object's motion is due to object mass and balance of force.