

Estuary Project Rubric

	10	9	8	REDO!	0
Concepts (x2)	Alice world elegantly models realistic interactions in a believable estuarine ecosystem. Alice world goes beyond a simple food web to demonstrate complex interactions, such as population dynamics or the effects of human activity on ecosystems. The flow of energy is clearly demonstrated.	Objects chosen are reasonably accurate components for an estuarine environment. All "living" objects interact in a manner that suggests a realistic food web. Student accurately identifies or demonstrates the flow of energy in the food web.	Objects chosen are reasonably accurate components for an estuarine environment. Although all "living" objects interact, interaction is simplistic and resembles a set of discrete food chains rather than an integrated food web. Student mostly identifies or demonstrates the flow of energy in the food web.	Some objects chosen suggest that a student does not understand what components of an estuarine ecosystem might include. Alice world models a single, simple food chain. Some "living" objects may not interact with other pieces of the environment. The flow of energy is unclear.	
Storyboard	Storyboard is a plan and a "living document" that represents student's thinking throughout the course of the project. Completed world can be directly connected to storyboard.	Storyboard is a plan and a "living document" that mostly represents student's thinking throughout the course of the project. Completed world can be mostly connected to storyboard.	Storyboard is a plan that somewhat represents student's thinking throughout the course of the project. Completed world can be connected to storyboard.	Storyboard is present, but incomplete.	Not turned in
Creativity	Student creatively uses Alice capabilities to model interactions. Special effects, such as sound or visibility, may be used as appropriate. There may be a sense of story, interesting camera angles, a quiz, or other unusual features that pull the viewer into the model. It is evident that the student has spent time and energy on the work, and the work reflects the student's best efforts.	Student attempts to creatively use Alice to model interactions, although the attempts may not be completely successful. Special effects may have been attempted. A sense of story, interesting camera angles, a quiz, or other unusual features may have been attempted. It is evident that the student has spent some time, energy, and effort on the work.	Student's work meets the stated requirements for the project, but there is not a sense that the student has invested much into the design. Design shows some investment of time and energy, but it is not the student's best effort.	Student's work barely meets the stated requirements for the project. There is very little invested in the design, either in terms of time or energy. This is not the student's best effort, and it shows.	
Process	Student was able to work in a self-directed manner with minimal re-direction for most of the project. Some guidance may have been needed to solve particularly complex or challenging problems. Timelines were met. Guidelines were met or exceeded.	Student was able to work in a self-directed manner with minimal re-direction for most of the project. Some extra guidance may have been necessary to solve common problems. Timelines were met. Guidelines were met.	Student was able to work in a self-directed manner with for some of the project. Some re-direction for off-task behavior may have been needed. Frequent extra guidance may have been necessary to solve common problems. Timelines are mostly met. Guidelines were mostly met.	Student was unable to work in a self-directed manner for much of the project. Frequent re-direction for off-task behavior may have been needed. Frequent extra guidance may have been necessary to solve common problems. Timelines were mostly unmet OR guidelines were mostly unmet.	