

Energy Transfer Project

	1	2	3	4
<b>Model and design</b>	Incomplete or no model.	Completed neatly and some detail.	Neatly built with some labeling and detail.	Well built, looks like student took time to create. Has details, labeling, and neat.
<b>Presentation</b>	Student shows little to no understanding of their energy form and how it can transform into another. Need to read write up entirety of presentation and no interaction with audience.	Student shows some understanding of their model and energy form. They can give a simple explanation of how their energy form transforms to another. Some connection to audience, but uses write up to read from majority of speaking.	Student shows an understanding of their model and energy forms. They are able to explain how their model is transferring energy. They can connect with the audience in sharing and minimal need for write up.	Student shows confidence in what they've made. Can explain what forms of energy is being used and how it is transferred to another form. They have shown a deep understanding of their model's purpose and how it is used. They are able to connect with the audience without needing their write up.
<b>Write up</b>	Very basic sentences with some facts. Information was copied and not summarized into their own words.	Sentences were basic but mostly a personal summary and some facts copied. Student used complete sentences. They showed some understanding of the process and can explain.	Students write up was majority of summary with some reference to copied information. They were able to apply prior knowledge to their understanding of energy transfer with complete sentences.	Student was able to show a deep understanding of energy transfer through comparison of the energy forms, analyzing, and use of prior knowledge. They used complete sentences and accurate use of writing skills.
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	1	2	3	4
<b>Model and design</b>	Incomplete or no model present.	Neatly complete model and design.	Neatly built with some labeling and detail.	Well built, looks like student took time to create. Has details, labeling, and neat.
<b>Presentation</b>	Student shows little to no understanding of their energy form and how it can transform into another.	Student shows some understanding of their model and energy form. They can give a simple explanation of how their energy form transforms to another. Some connection to audience, but uses write up to read from majority of speaking.	Student shows an understanding of their model and energy forms. They are able to explain how their model is transferring energy. They can connect with the audience in sharing and minimal need for write up.	Student shows confidence in what they've made. Can explain what forms of energy is being used and how it is transferred to another form. They have shown a deep understanding of their model's purpose and how it is used. They are able to connect with the audience without needing their write up.
<b>Write up</b>	Very basic sentences with some facts. Information was copied and not summarized into their own words.	Sentences were basic but mostly a personal summary and some facts copied. Student used complete sentences. They showed some understanding of the process and can explain.	Students write up was majority of summary with some reference to copied information. They were able to apply prior knowledge to their understanding of energy transfer with complete sentences.	Student was able to show a deep understanding of energy transfer through comparison of the energy forms, analyzing, and use of prior knowledge. They used complete sentences and accurate use of writing skills.