

CHAPTER 9	Kidney Transplants Rubric	BLM 9.3.6A
ASSESSMENT		

Performance Indicators

- At Level 1, student is performing below expected standard.
- At Level 2, student is performing in lower range of expected standard.
- At Level 3, student is performing in upper range of expected standard.
- At Level 4, student is performing beyond the expected standard.

Element	Level 1	Level 2	Level 3	Level 4
Initiating and Planning				
Develops a research plan that is realistic in scope and can be completed in the time allocated.	Fails to develop research plan <i>or</i> develops one that is both unrealistic and cannot be completed in the time allocated.	Develops a research plan that is either unrealistic <i>or</i> cannot be completed in the time allocated.	Develops a realistic research plan that can be completed in the time allocated.	Develops a clear and realistic research plan that can be completed in the time allocated.
Plans to collect information from a variety of print and electronic sources.	Either does not include a plan for collecting information <i>or</i> plans to research using only 1 type of resource (print or electronic).	Plans to collect information from only 1 print and 1 electronic source.	Plans to collect information from 2–3 print and electronic sources.	Plans to collect information from more than 3 print and electronic sources, including international sources.
Performing and Recording				
Uses relevant information from a variety of print and electronic sources.	Either uses out-dated or irrelevant information <i>or</i> uses only print or only electronic sources.	Uses relevant information, but uses only 1 print and 1 electronic source.	Uses relevant information from 2–3 print and 2–3 electronic sources.	Uses relevant information from more than 3 print and more than 3 electronic sources, <i>or</i> from a variety of print, electronic, and interview sources (more than 7 in total).
Assesses the reliability and validity of information.	Shows no evidence of assessing validity or reliability of information.	Assesses only reliability <i>or</i> validity of information, not both.	Assesses reliability and validity of Internet information, and uses similar criteria to assess non-electronic sources.	Assesses the reliability and validity of information, and includes assessment notes; also notes sources with questionable information.
Makes notes on the information located and records the source.	Copies information word for word, with no reference to source.	Makes point-form notes of information but does not identify the source.	Makes point-form notes of information; identifies and credits source.	Makes point-form notes of information, identifies and credits source, keeps a list of sources used, and uses correct citation for any direct quotes.

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Analyzing and Interpreting				
Identifies relevant concepts and provides concrete examples.	Identifies concepts, but not relevant ones <i>and</i> fails to provide concrete examples.	Identifies some relevant concepts, but fails to provide concrete examples.	Identifies most relevant concepts and provides concrete examples.	Identifies all relevant concepts and provides clear concrete examples.
Identifies and explains any scientific principles related to the topic.	Identifies unrelated scientific principles, and does not explain them.	Identifies related scientific principles, but does not explain them.	Identifies and explains related scientific principles.	Clearly identifies and explains related scientific principles.
Includes valid and well-supported answers that fully address all of the questions.	Provides invalid or incomplete answers.	Provides valid, complete answers but does not fully address all of the questions.	Provides valid and complete answers to all of the questions.	Provides valid and complete answers to all of the questions and includes a summary based on the information.
<i>(Additional performance criteria to be determined by student and/or teacher)</i>				
Communication				
Communicates in a final report that is clear, complete, and well organized.	Final report is one of: <ul style="list-style-type: none"> • clear • complete • well organized 	Final report is two of: <ul style="list-style-type: none"> • clear • complete • well organized 	Final report is clear, complete, and well organized.	Final report is clear, complete, well organized, and easy to read.
Includes charts, graphs, and diagrams to help communicate findings.	Includes one of: <ul style="list-style-type: none"> • charts • graphs • diagrams 	Includes two of: <ul style="list-style-type: none"> • charts • graphs • diagrams 	Includes charts, graphs, and diagrams.	Includes clear charts, graphs, and diagrams.
Uses appropriate terminology and vocabulary.	Uses inappropriate terminology and vocabulary.	Uses inappropriate terminology <i>or</i> vocabulary; the other is appropriate.	Uses appropriate terminology and vocabulary.	Uses appropriate, clear, and correctly spelled terminology and vocabulary.
Uses correct spelling and grammar.	Develops only one draft, which has many spelling and grammatical errors.	Has a peer or teacher mark spelling and grammatical errors in the first draft but does not fix them.	Fixes the spelling and grammatical errors marked in the first draft.	Fixes spelling and grammatical errors marked in the first draft, and then has a peer or teacher mark errors in the second draft and fixes them.
Uses proper notation to cite the sources of information.	Lists the names of resources (i.e., title), but not the source (i.e., publisher or date).	Lists the names and sources of information but does not use proper notation.	Uses proper notation to cite the sources of information.	Uses proper notation to cite the sources of information, and develops this into a bibliography.
<i>(Additional performance criteria to be determined by student and/or teacher)</i>				