Model _____ and Presentation Rubric

Name: _____   Date: _____

CATEGORY	4	3	2	1
Model	Model is neat, complete, and well constructed. Model meets all the requirements. The model is an accurate representation. For Example: The model represents accurately the appropriate placement of landforms.	Model is complete and well constructed. Model meets most of the requirements but may contain some inaccuracies. For Example: Model meets most of the requirements but may not show the appropriate placement of at least one landform.	Model is for the most part complete and may or may not be well constructed. Model meets some of the requirements, but some may be missing. The model contains some inaccuracies. For Example: Model meets some of the requirements but may be missing one of the two additional landforms. The landforms or the body of fresh water is not accurately placed.	Model is not complete. Not all of the requirements are represented or the model has multiple inaccuracies. For Example: Not all of the requirements are represented or landforms are inaccurately placed.
Presentation	Presentation is thorough and accurately describes the student's model. There is a good description of the materials chosen and why the student chose them. The student accurately describes the objective to be met through the use of the model and presentation. For Example: The student accurately describes how one landform could be impacted or changed by erosion.	Presentation accurately describes the model and the landforms and body of water chosen. There is a description of most of the materials chosen and why the student chose them. The student partially describes the objective to be met through the use of the model and presentation. For Example: The student describes how one landform could be impacted or changed by erosion, but the information may not be thorough.	Presentation describes the model, although the presentation is not clear. There is some description of some of the materials chosen. The student may or may not present information to support the objective of the presentation or model. For Example: The student may or may not present information on how one landform could be impacted or changed by erosion.	Presentation does not accurately describe the model. There is little description of the materials chosen and there may not be a description of why the student chose them. The student may or may not present information to support the objective of the presentation or model. For Example: The student may or may not describe how one landform could be changed by erosion.
Science Concepts and Vocabulary	All science concepts depicted in the model and throughout the presentation are accurate. Student has a clear understanding of concepts and corresponding vocabulary. There is solid understanding of the objective of the presentation. For Example: Student has a clear understanding of earth materials concepts and corresponding vocabulary. There is solid understanding of how erosion can change landforms.	Most of the science concepts depicted in the model and throughout the presentation are accurate, although there may be one element of the model or presentation that is not clear on science concepts or vocabulary. There is some evidence that the student has grasped the objective of the presentation. For Example: There is some evidence that the student has grasped how erosion can change landforms.	Some of the science concepts depicted in the model and throughout the presentation are accurate, but there may be more than one element of the model or presentation that is not clear or is inaccurate regarding science concepts or vocabulary. There is evidence that the student does not fully grasp the objective of the presentation. For Example: There is evidence that the student does not fully grasp how erosion can change landforms.	The science concepts depicted in the model and throughout the presentation are inaccurate. There is not a clear grasp of the science concepts and vocabulary and the student does not understand the objective of the presentation. For Example: There is not a clear grasp of the science concepts and vocabulary and the student does not understand how erosion can change the land.

Teacher Sheet