

# Exploring How to Make a Battery

Re-Energy  
Marking Rubric  
Grade Level 7-12



Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge &amp; Understanding of Content</b>	<ul style="list-style-type: none"> <li>The learner shows limited understanding of content</li> </ul>	<ul style="list-style-type: none"> <li>The learner shows some understanding of content</li> </ul>	<ul style="list-style-type: none"> <li>The learner shows good understanding of content</li> </ul>	<ul style="list-style-type: none"> <li>The learner shows insightful understanding of content</li> </ul>
<b>Identify Sources of Information</b>	<ul style="list-style-type: none"> <li>Uses only typical sources of information (website, book, article)</li> <li>Does not offer new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Finds 1 or 2 sources of information that are not typical</li> <li>Offers new ideas activity, but stays within narrow perspectives</li> </ul>	<ul style="list-style-type: none"> <li>In addition to typical sources, finds 1 or 2 sources of information that are not typical</li> <li>Promotes alternative perspectives during discussions</li> </ul>	<ul style="list-style-type: none"> <li>In addition to typical sources, finds unusual ways or places to get information (adult, expert, community member, business or organization, literature)</li> <li>Promotes divergent and creative perspectives during discussion</li> </ul>
<b>Gather &amp; Evaluate Information</b>	<ul style="list-style-type: none"> <li>Is unable to integrate information to address the Driving Question.</li> <li>Information gathered too little, too much, or irrelevant, or from too few sources</li> <li>Accepts information at face value (does not evaluate its quality)</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to integrate information to address the Driving Question</li> <li>Information may be too little, too much, or gathered from too few sources; some of it may not be relevant.</li> <li>Understands that quality of information should be considered, but does not do so thoroughly</li> </ul>	<ul style="list-style-type: none"> <li>Integrates relevant and sufficient information to address the Driving Question</li> <li>Information gathered from multiple sources</li> <li>Assesses the quality of information (considered usefulness, accuracy, and credibility)</li> </ul>	<ul style="list-style-type: none"> <li>Integrates relevant and sufficient information to address the Driving Question</li> <li>Information gathered from multiple and varied sources</li> <li>Thoroughly assesses the quality of information (considered usefulness, accuracy, and credibility; distinguishes fact vs opinion; recognizes bias)</li> </ul>

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<b>Thinking and Inquiry</b>  Use of problem-solving skills & creative/critical thinking processes	<ul style="list-style-type: none"> <li>Accepts arguments for possible answers to the Driving Question without questioning whether reasoning is valid</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid, and evidence is relevant and sufficient</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid, and evidence is relevant and sufficient</li> </ul>
<b>Communication</b>  Use of vocabulary, terminology, organization & conventions	<ul style="list-style-type: none"> <li>Able to use conventions, vocabulary, and terminology related to topic.</li> <li>Information is not organized</li> </ul>	<ul style="list-style-type: none"> <li>Able to use conventions, vocabulary, and terminology related to topic</li> <li>Information has some organization</li> </ul>	<ul style="list-style-type: none"> <li>Able to use conventions, vocabulary, and terminology related to topic</li> <li>Information is clearly organized</li> </ul>	<ul style="list-style-type: none"> <li>Able to use conventions, vocabulary, and terminology related to topic</li> <li>Information is effectively organized</li> </ul>
<b>Communicate ideas orally and written</b>	<ul style="list-style-type: none"> <li>Able to represent their thinking orally and on paper (illustrations and/or text) with limited effectiveness</li> <li>Presents ideas and products in typical ways (text heavy PowerPoint slides, recitation of notes, no interactive features)</li> </ul>	<ul style="list-style-type: none"> <li>Able to represent their thinking orally and on paper (illustrations and/or text) with some effectiveness</li> <li>Adds some interesting touches to presentation media</li> <li>Attempts to include elements in presentation that make it livelier and engaging</li> </ul>	<ul style="list-style-type: none"> <li>Able to represent their thinking orally and on paper (illustrations and/or text) with considerable effectiveness</li> <li>Adds multiple interesting touches to presentation media</li> <li>Includes elements in presentation that make it livelier and engaging</li> </ul>	<ul style="list-style-type: none"> <li>Able to represent their thinking orally and on paper (illustrations and/or text) with a high degree of effectiveness</li> <li>Creates visually exciting presentation media</li> <li>Includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience</li> </ul>
<b>Application</b> <b>Making Connections</b>	<ul style="list-style-type: none"> <li>The learner makes limited number of connections between the project and the world outside the school.</li> </ul>	<ul style="list-style-type: none"> <li>The learner makes some connections between project and the world outside the school</li> </ul>	<ul style="list-style-type: none"> <li>The learner makes a variety of connections between project and the world outside the school</li> </ul>	<ul style="list-style-type: none"> <li>The learner makes a wide variety of connections between project work and the world outside the school</li> </ul>
<b>Comments</b>				