

# “DNA Detectives” Content Presentation Rubric

Group Members: \_\_\_\_\_

Group Color: \_\_\_\_\_ Date: \_\_\_\_\_ Block: \_\_\_\_\_ GRADE: \_\_\_\_\_

Rubric Modified from BIE by efrank for pbl

	<b>Novice (-3 pts)</b>	<b>Mastery (18, +3 pts)</b>	<b>Distinguished (15, +3 pts)</b>
<b>CONTENT TO BE ADDRESSED DURING PRESENTATION</b>	<p>The group was unable to:</p> <ul style="list-style-type: none"> <li>• created too few pieces of DNA “evidence” left by the criminal and other individuals or DNA structure is not correct</li> <li>• created a CSI: DNA Detectives Lab example for “crime scene” but it had too many mistakes which made it hard to use</li> <li>• keep the theme of project all the way through the presentation.</li> <li>• made multiple errors when the sources were cited.</li> </ul>	<p>The group was able to:</p> <ul style="list-style-type: none"> <li>• use knowledge about DNA structure to create 2-3 pieces of DNA “evidence” left by the criminal and other individuals at the “crime scene” (ex of DNA evidence- blood, hair, saliva, sweat, skin, clothing, cell phones, sun/eye glasses, cans/ bottles, etc.)</li> <li>• use knowledge about DNA and protein synthesis to create a CSI:DNA Detectives Lab examples</li> </ul>	<p>In addition to meeting the Mastery criteria the group:</p> <ul style="list-style-type: none"> <li>• created an activity that required the solving group to determine which DNA sample belongs to which person</li> <li>• keep the theme of project throughout the entire activity and made the solving group feel apart of the project.</li> <li>• keeps the guilty suspect secret until the solving group chooses that suspect as the guilty person (results page)</li> <li>• CSI: DNA Detective Lab worksheets are clear and have no mistakes, solving group can use this information to solve the “crime”</li> <li>• cites all sources correctly.</li> </ul>
<b>“EVIDENCE” REQUIREMENTS FOR CRIME SCENE</b>	<p>The group:</p> <ul style="list-style-type: none"> <li>• created a poor sketch of “crime scene” &amp; it was not helpful in solving the “crime”</li> <li>• created a sketch that was marked with too few pieces of evidence or the sketch key was not included</li> <li>• created too few witness statements/ interviews or the the statements/ interviews were not helpful in solving the “crime”</li> <li>• created too few pieces of “evidence” from crime scene or the pieces of “evidence” were difficult to analyze &amp; didn’t help to solve the “crime”</li> </ul>	<p>The group was able to:</p> <ul style="list-style-type: none"> <li>• created a detailed/real life sketch of “crime scene” using internet software</li> <li>• sketch was marked with 5-7 different pieces of evidence with a key/labels included</li> <li>• created 2-4 detailed “witness/suspect” statements/interviews (very clear &amp; helpful)</li> <li>• created 3-4 additional pieces of “evidence” from “crime scene” (ex fibers, fingerprints, shoe prints, clothing, tire impressions, etc.)</li> </ul>	<p>In addition to meeting the Mastery criteria the student/team:</p> <ul style="list-style-type: none"> <li>• created 2-4 pictures/sketches of witnesses/suspects (ex- photographs, sketches, internet software)</li> <li>• the 3-4 excellent pieces of “evidence” from crime scene was very helpful in solving “crime”; included physical evidence in the folder or photographs of this “evidence” on the wiki</li> </ul>

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<p style="text-align: center;"><b>PROJECT EXPECTATIONS</b></p>	<p>The student/team is unable to:</p> <ul style="list-style-type: none"> <li>• created a fictional setting for the “crime scene”- but did not included one/some of the following: time, location, mood, etc.</li> <li>• created characters for “crime scene”- but did not included at least one/some of the witnesses or suspects</li> <li>• created a basic story board to organize the story line of the “crime scene”, but there were not enough details or it lacked organization</li> </ul>	<p>The student/team:</p> <ul style="list-style-type: none"> <li>• created a fictional setting for the “crime scene”- included time, location, mood, etc.</li> <li>• created characters for “crime scene”- included <i>at least two</i> witnesses and <i>at least two</i> suspects</li> <li>• created a basic story board to organize the story line of the “crime scene”</li> <li>• created a basic “evidence folder” for the solving group to use as they navigate the wiki “crime scene”</li> </ul>	<p>In addition to meeting the Mastery criteria the student/team:</p> <ul style="list-style-type: none"> <li>• the fictional setting for the “crime scene” is very clear and can be imagined by the audience based on details given</li> <li>• the characters for “crime scene” are very well developed and can be imagined by the audience based on details given</li> <li>• the “evidence folder” includes detailed information that is vital for the solving group to use in solving the “crime”</li> </ul>
<p style="text-align: center;"><b>EVIDENCE &amp; USE OF TECHNOLOGY DURING PRESENTATION</b></p>	<p>The group was unable to use technology to:</p> <ul style="list-style-type: none"> <li>• to gather information</li> <li>• analyze data</li> <li>• incorporate technology to explain the research</li> <li>• create interactive webpage for evidence display</li> </ul>	<p>The group used technology to:</p> <ul style="list-style-type: none"> <li>• to gather information/research</li> <li>• create a wiki presentation</li> <li>• analyze data</li> <li>• create data tables/crime solving worksheets</li> <li>• create an interactive webpage for evidence display</li> </ul>	<p>In addition to meeting the Mastery criteria the group:</p> <ul style="list-style-type: none"> <li>• recognizes/describes/articulates the limitations of the tool/s that were used for the activity</li> <li>• considers/describes/articulates solutions to problems encountered while using the technology during the lab/activity</li> <li>• created an interactive webpage that was of superb quality (all links, movies, etc work correctly)</li> </ul>
<p style="text-align: center;"><b>GROUP WORK</b></p>	<p>Some team members:</p> <ul style="list-style-type: none"> <li>• contribute to the project, but the work load was not balanced.</li> <li>• completed the tasks that were assigned to them.</li> <li>• did not complete the tasks that were assigned to them. Other group members had to do their work for them to make sure tasks were completed.</li> <li>• provide appropriate oral responses to audience questions, concerns, comments.</li> </ul>	<p>All team members:</p> <ul style="list-style-type: none"> <li>• contributed to the project and the workload was fairly balanced.</li> <li>• completed the tasks that were assigned to them.</li> <li>• monitor progress toward the group goal by organizing and dividing work equally between group members</li> </ul>	<p>In addition to meeting the Mastery criteria team members are able to recognize/ describe/articulate:</p> <ul style="list-style-type: none"> <li>• challenges to the group effort while completing the task</li> <li>• solutions that were used to address the challenges to the group effort</li> </ul>

**COMMENTS:**