

CATEGORY	4	3	2	1
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
<b>Stays on Topic</b>	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

## First and Second Grade Science Project Criteria

Due: January 6, 2017

We have been reviewing the life cycles of various animals and plants this year in science (Unit A "LIFE CYCLES" Chapters 1 and 2 in the Science book). Your child will be creating a life cycle lesson of his/her choice (butterfly, frog, tree or plant). Your child will give an in-class presentation with his/her visual aid, essay to educate the class about their "Life Cycle" of choice. I have attached the rubric explaining what I am looking for in your child's project.

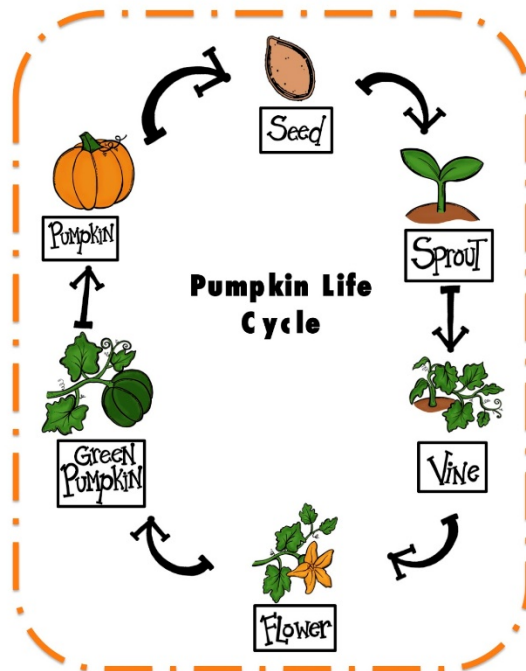
Your child will need to:

- Make a visual aid to present to the class (e.g. poster, diorama, video, photo(s)...etc.)
- Half a page to a whole page essay about his/her life cycle project.
- Prepare their presentation to the class on January 6.

Have fun with your project and make it yours,

Mrs. Avitia

Example:



## Third Grade Science Project Criteria

Due: January 6, 2017

We have been reviewing “Survival of Living Things” in unit A, chapters 1, 2 and 3 of the Science book. Your child will be teaching an in class lesson of their choice on a topic from chapters 1, 2 or 3 to the class.

For example your child can select Chapter 2, lesson 1 “HOW DO LIVING THINGS COMPETE?” When food is limited in an environment, animals must compete. When Organisms compete, they often cause changes to their environment. What are the changes? How do organisms compete with each other? What happens?

Your child will need to:

- Make a visual aid to present to the class (e.g. poster, diorama, video, photo(s)...etc.)
- 1 full page essay about his/her Science project lesson.
- Prepare their presentation to the class on January 6.

### V. Ecological Interactions between organisms

**A.Competition**—when two organisms of the same or different species attempt to use an ecological resource in the same place at the same time.

Ex: **food, water, shelter**

