

PERFORMANCE TASK ASSESSMENT LIST

Invention

Element	Assessment Points	
	Points Possible	Earned Assessment
		Self
1. The problem or need for which the invention is a solution is clearly stated.	_____	_____
2. A design for the invention shows its dimensions and parts. Metric measurement is used whenever possible.	_____	_____
3. An explanation of the design describes how the parts function and what materials will be used to make the invention.	_____	_____
4. The invention works to perform its intended function very well.	_____	_____
5. The invention is durable and functions reliably.	_____	_____
6. The invention is safe.	_____	_____
7. The invention gets a high green rating for its friendliness to the environment.	_____	_____
8. The invention is attractive and appealing to those who would use it.	_____	_____
9. The invention is original or is an improvement to a previous invention.	_____	_____
10. The written directions for the invention are clear and easy to follow.	_____	_____
Total	_____	_____

PERFORMANCE TASK ASSESSMENT LIST

Poster

Element	Assessment Points	
	Points Possible	Earned Assessment
		Self
1. The main theme is clear when you first look at it. A title helps to identify the theme.	_____	_____
2. Appropriate and accurate main ideas support the theme.	_____	_____
3. Appropriate and accurate details support the main ideas.	_____	_____
4. There is a wholeness about the poster. It does not seem like a collection of information.	_____	_____
5. The information in the poster is accurate and shows that the student thoroughly understands the science concepts.	_____	_____
6. Space, shapes, textures, and colors provide information and add to the overall effectiveness of the poster.	_____	_____
7. Pictures, photographs, drawings, diagrams, graphs, or other similar devices add to the overall effectiveness of the poster.	_____	_____
8. The format of the poster is appropriate to the task and to the audience for which it is intended.	_____	_____
9. The poster accomplishes its purpose with its intended audience.	_____	_____
10. The poster is very neat and presentable.	_____	_____
11. The poster is creative and interesting.	_____	_____
Total	_____	_____

RUBRIC

Skit

	Rating
The student's skit is wonderful. Dialogue is used to support the development of the characters and the presentation of science information. The skit shows that the student clearly understands the core curriculum related to the project.	
The student's skit has a central science theme that comes out clearly and accurately from the story. Dialogue is used for the development of the characters and the presentation of the science information. The skit is highly entertaining to its intended audience.	
The student's skit seems thrown together. Its science theme is unclear and/or developed inaccurately or poorly. The story is weak and unimaginative. It appears little thought or rehearsal went into the skit.	
The work is very poorly done or has not been completed.	

Comments: