**Chem-Art: Periodic Table Redesign**

**Final Exam Rubric**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mood Board \_\_/50**

*Pictures and references that visually represent your research.*

**Detail/Thought**

|  |  |  |  |
| --- | --- | --- | --- |
| 10-9 | 8-6 | 5-3 | 2-0 |
| Drawings include several details of structure and function, how the piece connects, and special features. | Drawings include some details of structure and function, how the piece connects, and special features. | Drawings give a general understanding of how each element would be designed, but not in detail. | Drawings give little or no understanding of how each element would be designed. |

**Craftsmanship**

|  |  |  |  |
| --- | --- | --- | --- |
| 10-9 | 8-6 | 5-3 | 2-0 |
| Care and time is evident in drawings. Student strove for neatness and clarity. Drawings are presented neatly and in excellent condition. | Clear and understandable. Drawings are presented neatly and in good condition. | Drawings may appear rushed. Some care is taken for neatness and clarity. Drawings could be in better condition. | Drawings are illegible, with little or no concern for neatness or clarity. |

**Connection to Research (x2)**

|  |  |  |  |
| --- | --- | --- | --- |
| 10-9 | 8-6 | 5-3 | 2-0 |
| Drawings show several strong connections to student research. They are obviously designed for a 6th grade client. | Drawings show connections to student research. Design seems intended for middle school client. | Drawings show some connections to student research. Little evidence shows that designs are directed towards 6th grade client. | Few or no connections made to research. |

**Labeling**

|  |  |  |  |
| --- | --- | --- | --- |
| 10-9 | 8-6 | 5-3 | 2-0 |
| Clear labels for each picture strongly connect visuals to research. | Labels generally indicate how imagery connects to research. | Labels vaguely indicate how imagery connects to research. | Few or no labels. |

**Element Design Sketches (x3, for each view) \_\_\_\_/150**

*Top View, Bottom View, Side View*

**Detail/Thought**

|  |  |  |  |
| --- | --- | --- | --- |
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**Craftsmanship**

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| --- | --- | --- | --- |
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**Labeling**

|  |  |  |  |
| --- | --- | --- | --- |
| 10-9 | 8-6 | 5-3 | 2-0 |
| Clear labels indicating how the piece works and what it would be made of. Detailed and thorough. | Labels indicate features of the design but could be clearer with additional detail. | Labels present, but vague. | Few or no labels. |

**Entire Periodic Table Sketch (x2) \_\_\_/100**

*What would the elements look like when assembled?*

**Detail/Thought**

|  |  |  |  |
| --- | --- | --- | --- |
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**Craftsmanship**

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**Connection to Research (x2)**

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| --- | --- | --- | --- |
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**Labeling**

|  |  |  |  |
| --- | --- | --- | --- |
| 10-9 | 8-6 | 5-3 | 2-0 |
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**Model of Elements x2(x3, for each element)**

**\_\_\_/120**

*Model of three elements from your periodic table redesign.*

**Detail/Thought**

|  |  |  |  |
| --- | --- | --- | --- |
| 10-9 | 8-6 | 5-3 | 2-0 |
| Models include several details of structure and function, how the piece connects, and special features. | Models include some details of structure and function, how the piece connects, and special features. | Models give a general understanding of how each element would be designed, but not in detail. | Models give little or no understanding of how each element would be designed. |

**Craftsmanship**

|  |  |  |  |
| --- | --- | --- | --- |
| 10-9 | 8-6 | 5-3 | 2-0 |
| Care and time is evident in models. Student strove for neatness and clarity. Models are presented neatly and in excellent condition. | Clear and understandable. Models are presented neatly and in good condition. | Models may appear rushed. Some care is taken for neatness and clarity. Models could be in better condition. | Models are not understandable, with little or no concern for neatness or clarity. |

TOTAL:

\_\_\_\_\_/100 = 100x\_\_\_\_\_/420