

Name(s): _____

Theme Park Assessment Rubric

In order to receive full credit for the project, the following requirements must be satisfied.

_____ *Name (5)*

- The theme park is appropriately and creatively named.
- The name is displayed on the front of the brochure.

_____ *Design/ Creativity/ Originality (15)*

- **Pictures** are used to make the brochure visually appealing.
- The student used **color**. It is bright and attractive.
- It was evident the student put time and effort into their creation.
- The park was an original idea/design.
- Park shows critical thinking as evidenced by names and/or descriptions of attractions.

_____ *Accuracy (20)*

- The brochure accurately depicts the parts of the brain and its function. The viewer had no difficulty relating the park to the study of psychology.
- The theme park is relatively located and there are directions provided.
- The park admission is stated.
- Restaurants, shows, and/or other amenities are listed and relate to the topic.
- There are at least **eight** main attractions named and described, meaning they are written about using descriptive language.

_____ *Neatness (5)*

- The project is attractive, neat, and appeals to the audience.
- Brochure was hand drawn or computer generated.
- No items were pasted carelessly on the project.

_____ *Presentation (5)*

- *Project was presented to the class.*
- *Student had clear knowledge of the project and projected a loud, clear voice to the class.*
- *Student was prepared to present on the project due date.*

You may choose to add other information at your discretion. After all, you are the developer!

_____ **Total Points / 50 x 2 =** _____

PowerPoint Presentation Rubric				
Points	5-4	3	2	1
Content	Student presents major brain parts and fully supports them with description and examples.	Student presents major brain parts and partially supports them with description and examples.	Student presents major brain parts, but fails to show or describe function or provide examples.	Student oversimplifies topic or fails to present major brain function.
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Interaction	Student has two to three links to outside material or provides audience interaction.	Student has one to two links to enhance information or provide interaction.	Student has one link that does not provide much interaction or additional content.	Student provides no interaction or audience engagement.
Font	Font on all slides is large enough to be read at a distance.	Font on most slides is large enough to be read at a distance.	Font on most slides is too small to be read at a distance.	Font on all slides is too small to be read at a distance.
Images and Layout	All slides contain at least one high-quality image which helps audience understand content.	Most slides contain at least one high-quality image which helps audience understand content. Layout uses most space appropriately.	Most images are clipart. Images are too small or poor quality. Layout shows some structure.	Images are distracting decorations that create a busy feeling. Layout is cluttered and confusing.
Citations	Bibliography/works cited list is properly formatted and complete (like a research paper).	Bibliography/works cited list is complete but not properly formatted (e.g. bullet pointed list)	Bibliography/works cited list is incomplete (e.g. no citations for images) or improperly formatted (e.g. list of URLs).	Bibliography/works cited list is not present/missing.
Presentation	Student uses text on slides as prompts for original narration (does not read slide)	Students read text on slides and elaborate comfortably.	Student reads text on slides, adding a few comments.	Students just read text off the slides.
Subject Knowledge	Student demonstrates a clear knowledge of the content (e.g. confident and relies very little on notecards.	Student demonstrates knowledge of the content (e.g. confident and not relying on too heavily on notecards)	Student demonstrates some knowledge of the content, but relies heavily on notecards or reads off the screen.	Student has little knowledge of content and seems disorganized or reads directly off cards and/or screen.

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_____/40 Total Points

Brain/Neuron Model Rubric				
Level	Exemplary	Accomplished	Developing	Unsatisfactory
Anatomy	All structures are included in model. Model is to scale and accurate in size and shape of actual brain. All structures are clearly labeled and easy to read. Model represents exemplary attention to detail.	All structures are included in model. Model is close to scale, size and shape of actual brain. All structures are clearly labeled and easy to read. There is evidence of attention to detail.	Most structures are included in model. Model is not to scale. Size and shape are not close to actual brain. Labels present but may be hard to read or incomplete. Detail is minimal.	Missing several structures. No attempt to match scale, size and shape of actual brain. Labels are missing/incomplete and/or difficult to read. No detail.
Function	Functions of each structure of the brain/neuron included in the model are clearly identified. All functions for each structure are described in detail. Thorough descriptions of those functions are included.	Functions of each structure of the brain included in the model are clearly identified. All functions are described. Descriptions of functions are basic but complete demonstrating some detail.	Most of the functions of each structure of the brain included in the model are identified. Most functions are described with limited detail. Descriptions are minimal, lacking detail.	Missing several of the functions of each structure included in the model. Detail is missing, minimal, and/or inaccurate
Creativity	Model exhibits multiple qualities of creativity. Medium is used to clearly and accurately demonstrate the structures of the brain. Size, shape, accuracy all show attention to detail. Colors and labels make it easy to study structures.	Model exhibits some qualities of creativity. Medium adequately demonstrates the structures of the brain. Size, shape accuracy show adequate attention to detail. Colors and labels do not detract from study of structures.	Model shows minimal creativity. Medium lacks quality to demonstrate the structures of the brain. Size and shape are not accurate. Colors and labels limit study of the structures.	Model shows no effort towards creativity. Medium is inappropriate for demonstrating the structures of the brain. Size and shape are not accurate. Lack of color and labels. Those included interfere with study of the structures
Presentation	Demonstrates a clear knowledge of the content and relies very little on notecards. Projects confident, clear loud voice.	Demonstrates knowledge of the content and is not relying on too heavily on notecards or labels. Projects voice for class to hear.	Demonstrates some knowledge of content and/or does not sound confident of work presented. Relies very much on notecards.	Demonstrates little to no knowledge and relies heavily or solely on notecards.
Written Requirements	Each part of the model is described detail with few spelling or grammatical errors. Students gave details of materials used as well as function of each part of model. Typed.	Each part is described in detail. A few minor grammatical errors exist. Writing is typed.	Some parts are described and writing is confused or lacks proofreading or is not typed.	No written portion exists or is much unorganized and hand written.

Name: _____

Score: _____

Video Presentation Rubric				
Points	5-4	3	2	1
Content	Student presents major brain parts and fully supports them with description and examples.	Student presents major brain parts and partially supports them with description and examples.	Student presents major brain parts, but fails to show or describe function or provide examples.	Student oversimplifies topic or fails to present major brain function.
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Audio/Visual Components	Great audio <ul style="list-style-type: none"> • Smooth and no issues • Enthusiasm! • Good pace – not too fast or too slow • Anthony Hopkins 	Audio is fine <ul style="list-style-type: none"> • No noticeable issues • Some enthusiasm • Pace mostly good 	Hard to understand audio <ul style="list-style-type: none"> • Some mistakes • Kind of bored-seeming • Pace needs work 	Poor audio all around <ul style="list-style-type: none"> • Seems unrehearsed • Bored all around • Much too fast or much too slow
Audience Engagement	<ul style="list-style-type: none"> • Can't stop watching! • Very informative • Easily understandable • Shows deep understanding of subject 	<ul style="list-style-type: none"> • Keeps attention • Mostly informative • Mostly understandable • Shows decent understanding of subject 	<ul style="list-style-type: none"> • not really engaging • Somewhat informative • Parts are understandable • Noticeable room for improvement on understanding 	<ul style="list-style-type: none"> • Not at all engaging. • Lacks information • Hard to understand • Shows little understanding of topic
Images and Layout	Great effects that add to the enjoyment of the video <ul style="list-style-type: none"> • Smooth transitions • Appropriate sound and music that adds to the enjoyment of the video 	Good effects <ul style="list-style-type: none"> • Mostly smooth transitions • Appropriate sound and music 	Some/ok effects <ul style="list-style-type: none"> • Transitions need work • Has sound or music 	No effects/effects are distracting <ul style="list-style-type: none"> • Poor transitions • Does not have sound or music
Presentation	Video has an engaging introduction to the topic that grasps the audience's attention. Credits are provided.	Video is somewhat engaging and draws attention to the topic. Some credits are provided.	Topic is not introduced to the class in an engaging way, does not draw attention. Few or no credits are provided.	Not engaging or missing topic introduction. No credits or unclear presentation.
Subject Knowledge	Student(s) demonstrates a clear knowledge of the content (e.g. confident and relies very little on notecards).	Student(s) demonstrates knowledge of the content (e.g. confident and not relying on too heavily on notecards)	Student(s) demonstrates some knowledge of the content, but relies heavily on notecards or reads off the screen.	Student(s) has little knowledge of content and seems disorganized or reads directly off cards and/or screen.

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