

## Cell Energy Analogy Vocaby Sauares Wiki Page

Group Members: \_\_\_\_\_ per. \_\_\_\_\_

### Cell Energy Vocabulary Terms:

CATEGORY	6	4	2	1	Total Pts
<b>Format &amp; Template</b>	The layout followed the template. It is easy to locate all elements. Graphic elements and alignment are used effectively to organize material. Fonts sizes and styles are consistent and easy to read.	The cell project page was set up according to the template. It is easy to locate all important elements.	The cell project page has a usable layout, but was not done using the template. It is easy to locate most of the important elements. The fonts are consistent and point size appropriate.	The cell project page is cluttered looking or confusing. It is often difficult to locate important elements.	
<b>Vocab Term</b>	The vocabulary term is correctly spelled, synonyms have been identified, and confusing terms explained.	The vocabulary term is correctly spelled and either synonyms or confusing terms have been identified, but not both.		The vocabulary word is included, but no other requirements have been met.	
<b>Definition Box</b>	The textbook definition is accurate and cited. The definition in the student's own words is clearly their own work and easy to understand.	An accurate textbook definition is included. A student definition is included, but it does not explain the entire definition or it lacks detail and clarity.	Both a textbook and a student definition are included, but both are incomplete or lack detail. The textbook definition may not be cited.	Only a textbook definition is included. OR only a student definition is included.	
<b>Example/ Analogy Box</b>	An analogy, process, or example is clearly related to the vocabulary term. It is classroom appropriate and helps students understand the term better.	An analogy, process or example is used. It represents a good attempt and honest effort at explaining the cell process, with only a few details difficult to understand.	An analogy, process or example is used. An explanation for how it represents the vocabulary term is present.	An example is used, but not explained or does not fit the term.	
<b>Graphics &amp; Video Links</b>	One graphic/ video included for each vocabulary term. Pictures must be easy to see. If video is used, links work, content is appropriate, and the clip is less than 3 min. long.	Two graphics or videos are included. The picture may be blurry, pixelated, the video may be too long or difficult to open, but they clearly relate back to the vocabulary example.	Two graphics or videos are included but do not enhance the understanding or interest of the reader.	Graphics or videos seem randomly chosen, distract the reader, or do not appropriately represent the cell.	
<b>Group Participation</b>	Every box has a designated author, and the team participated equally.	At least three of the boxes have authors, and most of the group participated equally.	It appears that 2 students authored the majority of the content on the wiki page.	The group did not work well together and it is unclear which sections students were responsible for.	
<b>Spelling and Grammar</b>	There are no errors in spelling, punctuation or grammar in the final draft of the wiki page.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the wiki page.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the wiki page.	There are more than 5 errors in spelling, punctuation or grammar in the final draft of the wiki page.	
<b>Learning of Material (based on content, and questions/answers on comment section)</b>	The group has an exceptional understanding of the material included in the site and where to find additional information. Can easily answer questions about the content.	The group has a good understanding of the material included in the site. Can easily answer questions about the content.	The group has a fair understanding of the material included in the site. Can easily answer most questions about the content.	The group did not appear to learn much from this project. Cannot answer most questions about the content.	
<b>Group Presentations</b>	Every member of the group participates. Presentations are well organized, voices are loud and clear. As audience members, the group is respectful and listens attentively.	Every member of the group participates. Presentations are well organized, some members voices are not clear. As audience members, the majority of the group is respectful and listens attentively.	Most members of the group participate. Presentations are lacking some organization and voices are not clear. OR As audience members, the group is not listening attentively.	Some members of the group participate. Presentations lack any form of organization and are difficult to hear. OR As audience members, members of the group are disruptive.	
<b>Quiz Questions</b>	The group has an exceptional understanding of the material and demonstrates that by writing 2 quality quiz questions related to the main concept.	The group has good understanding of the material and demonstrates that by writing 2 quiz questions, at least one of which is of high quality.	The group demonstrates gaps in their understanding of the material and demonstrates that by writing 2 quiz questions that are low quality.	The group does not understand the material and demonstrates this because of poorly written or incorrect quiz questions. (Or no questions at all)	