

Student Name: _____

AP Biology Bioethics Project Rubric

INFORMATIONAL/SCIENTIFIC WRITING				
Criteria	0 – 6.5	6.5 - 8	8 - 9	9 - 10
Content and Analysis: <i>Conveys complex ideas and information.</i>	Introduced a topic that does not logically address the task and purpose / demonstrated little understanding of the issue.	Introduced a topic that generally addresses the task and purpose / demonstrated a literal comprehension of the text issue.	Clearly introduced a topic that logically and compellingly addresses the task and purpose; organizes ideas, concepts, and information / demonstrate appropriate analysis of the text issue.	Clearly introduced a topic; organized ideas/concepts, and information so that each new element builds on previous elements to create a unified whole / demonstrated insightful analysis of the issue.
Command of Evidence: <i>Presents evidence from the provided texts to support analysis and reflection.</i>	Developed ideas with minimal, occasional, invalid or irrelevant scientific evidence.	Developed with some facts, details or textual evidence, some of which may be irrelevant / used relevant scientific evidence inconsistently.	Developed with sufficient and relevant scientific facts, definitions, details, quotations, or other information and examples from the text(s) with awareness of audience / used relevant evidence, with some variety.	Developed thoroughly, using significant and relevant, sufficient well-chosen scientific facts, extended definitions, concrete details, quotations, or other information and examples from the text(s) appropriate to the audience's knowledge of the topic.
Coherence, Organization, and Style: <i>Logically organizes ideas, concepts, and information using formal style and precise language.</i>	Little or illogical organization / lacked a formal style, using scientific language that is imprecise or inappropriate.	Some attempt at organization, with inconsistent use of transitions / failed to maintain a formal style, with inconsistent use of scientific language and topic-related vocabulary.	Clear organization, with the use of appropriate and varied transitions to link major sections of the issue to create a unified whole / established and maintained a formal style and objective tone using precise, grade-appropriate scientific language and topic-related vocabulary.	Clear organization, with the skillful use of appropriate and varied transitions and syntax to link the major sections of the issue, create cohesion, and clarify the relationship among complex ideas and concepts / a formal style, and objective tone using grade-appropriate, stylistically sophisticated, precise scientific language and topic-related vocabulary.
Conclusion: <i>Conclusion that follows from analysis.</i>	Provided a concluding statement or section that is illogical or unrelated.	Provided a general concluding statement or section.	Provided a logical concluding statement.	Provided a concluding statement or section that is logical compelling, and articulates scientific and ethical implications significant to the topic.
Control of Conventions: <i>Demonstrates command of standard English grammar.</i>	Demonstrated a lack of command of conventions, with frequent errors that hinder comprehension.	Demonstrated emerging command of conventions, with some errors that may hinder comprehension.	Demonstrated appropriate command of conventions, with occasional errors that do not hinder comprehension.	Demonstrated excellent command of conventions, with very few errors or no errors.

ARGUMENTS				
Criteria	0 – 6.5	6.5 - 8	8 - 9	9 - 10
Claim(s) <i>Introduce claim(s) clearly.</i>	Introduced a bioethical claim and counterclaim.	Introduced a specific bioethical claim and counterclaim, and discussed the relationship between them.	Introduced a specific bioethical claim and acknowledged and distinguished its relationship and significance to alternative or opposing claim.	Clearly introduced a precise and knowledgeable bioethical claim, acknowledged and distinguished the claim from alternative or opposing claim, and establish clear relationships among the claim, counterclaim, reasons, and evidence.
Support <i>Support claim(s) with clear and relevant evidence.</i>	Inconsistently or insufficiently supported bioethical claim and counterclaim.	Supported bioethical claim and counterclaim with scientific evidence.	Supported the bioethical claim and counterclaim with clear, accurate, specific and relevant scientific evidence while pointing out the strengths and limitations of both.	Developed bioethical claim and counterclaim thoroughly, supplying the most relevant scientific evidence for each, while pointing out the strengths and limitations of both.
Organization <i>Organize reasons and evidence clearly.</i>	Grouped reasons and evidence.	Organized reasons and evidence together with some consideration of organizational structure.	Logically organized reasons and evidence in clear, unified, and coherent paragraphs for greatest impact.	Created an organization that logically sequences reasons and evidence for claim and opposing claim in unified and coherent paragraphs, ordering the paragraphs for greatest effect.
Conclusion <i>Conclusion that follows from argument.</i>	Did not provide a concluding statement or section.	Provided a concluding statement or section that is illogical or unrelated to the bioethical claim.	Provided a concluding statement or section that follows from the bioethical claim and scientific evidence presented.	Provided a concluding statement or section that is compelling and follows clearly from the bioethical claim and scientific evidence presented.

ORAL PRESENTATION SKILLS				
Criteria	0.5	1.0	1.5	2.0
Verbal Expression	Presenter cannot be heard or monotone with little or no expression.	Audience occasionally has trouble hearing the presentation; seems uncomfortable; excessive use of fillers.	Clear articulation but not as polished; slightly uncomfortable at times; most can hear presentation; occasional use of fillers.	Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group.
Body Language/Eye Contact	Uses poor presentation skills – reading, no eye contact, standing still, fidgeting.	Eye contact limited; presenter may tend to fidget, or read most of the presentation; gestures and movements may be jerky or excessive; delivery inconsistent with the message.	Delivery generally effective; good eye contact; facial expressions, and other nonverbal expressions do not detract significantly from the message.	Natural, confident, and enhances the message; posture, eye contact, smooth gestures, facial expressions, are consistent with the message.
Organization	Ideas are unclear; no introduction, transitions, or conclusion; audience cannot understand presentation because there is no sequence of information.	Ideas not focused or developed; the introduction is undeveloped; main points are difficult to identify; transitions may be needed; no conclusion.	Main idea is evident, sound organizational structure; introduction, transitions, supporting material conclusion lack development.	Ideas are clearly organized, developed, and supported; introduction, main points and conclusion are clear and organized effectively.
Answering Audience Questions	Student answers do not address central focus of questions.	Students answers are relevant, but may include inconsistencies.	Student grasps central focus of questions; answers are accurate and relevant.	Student answers questions using specific and relevant information
Time Management	Presentation is less than 5 min.	Presentation is less than 7 min.	Presentation is less than 10 minutes or more than 15 minutes.	Presentation is 10 – 15 minutes.

INCORPORATION and USE of TECHNOLOGY				
Criteria	0.25	0.5	0.75	1.0
21st Century Skills <i>Digital Age Literacy</i>	Ineffective use of presentation technology.	Simplistic use of presentation technology.	Effectively uses presentation technology.	Presentation technology organizes and paces presentation while incorporating other technology applications / programs.