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| --- | --- | --- | --- | --- |
| **Category** | **Exemplary (10)** | **Proficient (8)** | **Needs Improvement (5)** | **Unsatisfactory (1)** |
| ***Student benchmark creation (x1)*** | Student creates logical and rigorous benchmarks; student revises benchmarks thoughtfully and purposefully (if needed) | Student creates logical and attainable benchmarks; student revises benchmarks appropriately (if needed) | Student creates some illogical or irrelevant benchmarks; student doesn’t make apparent or appropriate revisions to benchmarks  | Student creates all irrelevant or no benchmarks; student makes no revisions to benchmarks |
| ***Student benchmark completion (x1)*** | Student completes all benchmarks as they design the final product | Student completes 65-85% of designed benchmarks | Student completes less than 65% of designed benchmarks | Student completes no designed benchmarks |
| ***Evidence for benchmarks (x3)*** | Student provides outstanding justification of research and development for each benchmark | Student provides acceptable justification of research and development for each benchmark | Student provides minimal justification of research and development for each benchmark | Student provides no justification of research and development for each benchmark |
| ***Communication with teacher (x3)*** | Student and teacher conversation is well-informed; student may provide self-reflective; student makes all necessary adjustments (where needed) | Student and teacher conversation is appropriate; student may provide self-reflection; student makes most necessary adjustments (where needed) | Student and teacher conversation is minimal; student makes some necessary adjustments | Student and teacher conversation is near absent; student makes no necessary adjustments  |
| ***Final product (x2)*** | Student’s final product clearly and effectively demonstrates new found expertise in their topic; student provides exceptional evidence in support of their learning | Student’s final product demonstrates new found expertise in their topic; student provides evidence in support of their learning | Student’s final product does not clearly demonstrate expertise in their topic; student provides minimal evidence in support of their learning | Student’s final product is incomplete or missing; student provides no evidence in support of their learning |
| ***Works Cited*** | Students include a works cited page with 10-15 valid sources parenthetically cited | Students include a works cited page with 10-15 sources but are not accurately parenthetically cited | Students provide less than 10 sources with some parenthetically cited | Students provide less than 10 sources with no parenthetical citations |
| ***Total: \_\_\_\_/110*** |  |  |  |  |

Anatomy and Physiology Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

White/Wilson Date: \_\_\_\_\_\_\_

Genius Time Project

Anatomy Geniuses

This project comes out of the idea of “Genius Hour” – students chose a topic of interest, and demonstrate what they learned in their own way. You will each get to choose a topic that relates to the human body, health, anatomy, etc. and it can be anything that you are passionate about. Your final product must relate your research back to human anatomy and physiology. Each cycle, there will be one class period devoted entirely to your research and development of your topic. The final product will be due at the end of March, teacher depending. You will create your own benchmarks (goals) that you will strive to meet. These benchmarks will be shared with your teacher via Google Doc to allow appropriate updates, communication, and justification. You may find that your benchmarks are fluid and may change, which can be recorded on the shared Google Doc.

The rubric is designed to allow for your process to determine your grade. We want to see that you justify and explain where changes and evidence of research occur and why the changes were necessary.

For example:

 Billy really likes the idea of becoming a survivalist. He wants to research the various techniques and strategies to survive the winter in the woods of New England. His goal is to create a pamphlet detailing how someone would survive a winter in the woods of New England. He also wants to demonstrate what could go wrong and the consequences winter can have on the human body.