

### It's Showtime- Project 3 Rubric

**TASK: Students will present their Goldberg Not So Simple Machine**

Task	4	3	2	1
<b>Accuracy of Science Content</b>	All facts and vocabulary presented about balance, force and motion, and simple machines are complete and correct.	Most facts and vocabulary presented about balance, force and motion, and simple machines are complete and correct.	Some science facts and vocabulary was correct however the content wasn't fully developed.	The science content was minimally complete or correct.
<b>Purpose</b>	The script clearly defines a problem and explains how the not-so-simple machine will function and complete a specific task.	The script mostly defines a problem and explains how the not-so-simple machine will function and complete a specific task.	The script inconsistently defines a problem and explains how the not-so-simple machine will function and complete a specific task.	The script minimally defines a problem and explains how the not-so-simple machine will function and complete a specific task.
<b>Preparedness &amp; Collaboration</b>	The ensemble collaborated successfully the entire time. Student displayed their 2D rendering of their machine, the 3D machine was set up and ready to go, and students had incorporated necessary props, costumes and appeared well-rehearsed with their skit.	The ensemble collaborated successfully most of the time. Student mostly appeared prepared however not every item was complete: <ul style="list-style-type: none"> <li>● 2D machine rendering</li> <li>● 3D machine model</li> <li>● Props and costumes</li> </ul>	The ensemble collaborated on some things. Student lacked preparation of at least 2 of the following items: <ul style="list-style-type: none"> <li>● 2D machine rendering</li> <li>● 3D machine model</li> <li>● Props and costumes</li> </ul>	The ensemble minimally collaborated. Student was minimally prepared and the skit appeared to not be coherent or rehearsed.
<b>Performance</b>	Student held attention of entire audience with the use of direct eye contact, seldom looking at notes. Student spoke with fluctuation in pitch and emphasis on key points. Student was also a respectful and attentive audience member.	Consistent use of direct eye contact with audience, but returns to their notes. Student spoke with satisfactory variation of pitch and emphasis on key points. Student was also a respectful and attentive audience member most of the time.	Displays minimal eye contact with audience, while reading mostly from the notes. Student spoke with little or no inflection.  Student was a respectful and attentive audience member some of the time.	Holds no eye contact with the audience, as entire report is read from notes. Student spoke with little or no inflection. Student was a disrespectful and/ or inattentive audience member.

**Total Points** \_\_\_\_\_