

# BODY SYSTEM PROJECT RUBRIC

Based on NGSS MS-LS1-3: Use argument supported by evidence to demonstrate how the body is a system of interacting subsystems composed of groups of cells.



AD Exceeds Expectations	PR* Meets Expectations	BA Approaches Expectations	MI Well-below Expectations
<ul style="list-style-type: none"> <li>• <b><u>ALL Proficient level requirements are met.</u></b></li> <li>• Additionally, the student has taken the extra step of exploring how illness may affect the system and, by extension, impacts the overall health of the body.</li> <li>• Critical Thinking is evident in the students hypothetical but convincing argument for what would happen if their system were absent from the body. The argument highlights just how significant the system's interactions with other systems are to the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Project includes high-quality, accurate information about the assigned system including appropriate purpose/function of the system.</li> <li>• Student presents ALL included body parts and their functions,</li> <li>• Additionally, detailed information about how the assigned system interacts with other body systems to keep the body functioning properly is presented.</li> <li>• Student clearly and confidently demonstrates that they have a complete understanding of both how their system functions independently and how it works with other systems to contribute to the overall health of the human body.</li> </ul>	<ul style="list-style-type: none"> <li>• Project includes accurate information about the system that includes the purpose of the system and MOST (Missing no more than 1) included body parts and their functions.</li> <li>• Student demonstrates that they clearly understand how their assigned system functions independently and contributes to the overall health of the human body.</li> <li>• Little to no demonstrated knowledge of how the assigned system works with other systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Project includes multiple inaccuracies related to the purpose and/or functioning of their assigned system.</li> <li>• 2 or more body parts that contribute to the system are omitted from the presentation.</li> <li>• Student demonstrates an inaccurate or incomplete understanding of how their system independently functions.</li> </ul>

\*Students that selected "Advanced "systems (Immune, Integumentary, Skeletal, Endocrine) must meet the minimum requirements of the PR section of the rubric for AD scores.

