

Voicethread Assessment Rubric

Name/s: _____ Title: _____

| Criteria | Score |
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| Design and Technical Quality <ul style="list-style-type: none"> - Images and pictures have been used effectively to enhance communication. - Slides are in the appropriate order | Meets the standard (3) Approaching the standard (2) Does not meet the standard (1) |
| Use of sound <ul style="list-style-type: none"> - The narration is clear, with all members of the group heard clearly and no distortion in sound - Background noise is minimized as much as possible | Meets the standard (3) Approaching the standard (2) Does not meet the standard (1) |
| Grammar Conventions <ul style="list-style-type: none"> - Proper nouns and verbs are used. Substances and materials are named correctly. Words like 'chemical', 'substance', 'it', 'the', 'they' are avoided. - No imprecise terms or vague generalizations made. Words like "all" or "no" "none", "always", "never", "everyone" and "everywhere", 'some' are avoided. | Meets the standard (3) Approaching the standard (2) Does not meet the standard (1) |
| Vocal Expression <ul style="list-style-type: none"> - Voice projects well and has variation in tone, volume and speed. - Uses pauses for dramatic effect and transitions. Avoids filler words such as umm" and "like". - Strong, clear voice with good articulation and pronunciation. - Speed of speaking allows the listener to understand easily | Meets the standard (3) Approaching the standard (2) Does not meet the standard (1) |

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| Research Question <ul style="list-style-type: none"> - Identifies the relationship between the factor being investigated (independent variable) and what is being measured (dependent variable). | Meets or exceeds the standard (3) Approaching the standard (2) Does not meet the standard (1) |
| Hypothesis <ul style="list-style-type: none"> - A prediction is made the describes the expected pattern of results - Relates the factor being investigated (independent variable and what is measured (dependent variable) - Offers a explanation for the prediction using science concepts | Meets or exceeds the standard (3) Approaching the standard (2) Does not meet the standard (1) Not done/limited contribution (0) |
| Variables <ul style="list-style-type: none"> - Correctly identifies the important dependent, independent and controlled variables. - The control is stated if appropriate. | Meets or exceeds the standard (3) Approaching the standard (2) Does not meet the standard (1) Not done/limited contribution (0) |
| Materials <ul style="list-style-type: none"> - Correctly identifies all the materials and apparatus used. | Meets or exceeds the standard (3) Approaching the standard (2) Does not meet the standard (1) Not done/limited contribution (0) |
| Method <ul style="list-style-type: none"> - The method incorporates the dependent, independent and controlled variables correctly. If a control is used this is identified. - Clear enough that it could be easily reproduced. - Sufficient relevant data is collected. - The type of measurements collected about the independent variable is clear. | Meets or exceeds the standard (3) Approaching the standard (2) Does not meet the standard (1) Not done/limited contribution (0) |

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| <p>Data Processing</p> <ul style="list-style-type: none"> - Axes labeled with the independent variable on the x axis and the dependent variable on the y axis. Units of measurement for each variable in brackets e.g. (°C) x and y axis have an appropriate scale and a consistent font type is used. - Concise descriptive title that relates the independent and dependent variables underneath the graph. Graphs are called figures. - Key/legend for two or more sets of data - Graphs are appropriate for the type of data. Scatter graphs have a smooth or straight line of best fit. Bar graphs are easily interpreted. | <p>Meets or exceeds the standard (3) Approaching the standard (2) Does not meet the standard (1) Not done/limited contribution (0)</p> |
| <p>Conclusion</p> <ul style="list-style-type: none"> - Correctly describe/interpret the relationship found between the independent and dependent variables. - Compares the expected results and the actual results. - Offers an explanation, a clear account of the reasons for the results. | <p>Meets or exceeds the standard (3) Approaching the standard (2) Does not meet the standard (1) Not done/limited contribution (0)</p> |
| <p>Evaluation</p> <ul style="list-style-type: none"> - Suggests possible improvements and modifications that could be made to minimize the experimental errors. - Offers a further question or an idea for an investigation you could explore that is related to this concept. | <p>Meets or exceeds the standard (3) Approaching the standard (2) Does not meet the standard (1) Not done/limited contribution (0)</p> |
| <p>Personal Contribution</p> | <p>Participated more than any other group member (3) Participates as much as any group member (2) Never or rarely participates; quiet/passive (1)</p> |

Note: one point will be deducted if sources are not fully cited.