**“Cell Campaign” Rubric**

**Directions:**

Select one of the following cell structures and create slogans and election posters for you organelle or structure to convince the rest of the class that yours is the “best” sub-cellular structure. You will be given 2-5 minutes in class to pitch your structure and then we will vote. The top three vote-getters will receive 5 bonus points (or candy bars, your choice!). The assignment will be graded on the following 40 point rubric with an additional 10 points averaged from all of your group members evaluation of your individual effort.

**Content-Within the poster, brochure, and ad, the following must be included (20 pts):**

Clearly/correctly describe the structure, function and importance of organelle 0-5 points

Creatively expresses the structure/function 0-5 points

Thoroughly “sells” this structure as the most important 0-4 points

Slogan for the cell structure to remember it by 0-3 points

Smear campaign against other organelle communicated with enthusiasm 0-3 points

**Communication-Within the poster, brochure, and add, the following must be demonstrated:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Communication**  *Accurately expresses ideas using standards of the English language* | **Unsatisfactory:**   * Communicates ineffectively with little or no awareness of audience or purpose. * Speakers in the ad are dull or visibly nervous. * Student did not appear to care about or believe in his/her message * Communication has random or weak organization with little development. * Provides little or irrelevant evidence to support claims. * Demonstrates inadequate control of sentence structure with inappropriate use of language and limited or incorrect word choice. * Student’s attire was inappropriate for the audience and purpose | **Proficient Criteria:**   * Communicates effectively with awareness of audience and purpose. * Speakers in the ad are engaging and believable * Students appear to believe strongly in their message and demonstrated the desire to have audience listen, understand, and remember * Communication is coherent, adequately organized and developed. * Provides a variety of details or examples to support claims. * Demonstrates adequate control of sentence structure with appropriate use of language and word choice. * Student’s attire was appropriate for the audience and purpose | **Advanced: In addition to meeting the PROFICIENT criteria…**   * Communicates insightfully with consistent awareness of audience and purpose. * Student was enthusiastic about his/her message and actively sought to engage the audience in his/her belief * Communication is confident, coherent, clearly focused, well organized and thoroughly developed. * Speakers in the ad perform without notes * Demonstrates exceptional control of sentence structure with precise use of language and word choice. * Students’ attire was chosen to enhance the presentation |
| 0 - - - - - - - - - - - - 5 - - - - - - - - - - - -11 | 12 - - - - - - - - - - - - 15 - - - - - - - - - - - - 17 | 18 - - - - - - - - - - - - - - - - - - - - - - - - - 20 |

**Collaboration-Includes Individual Group Member Rubric & Self-Evaluation (10 pts):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Collaboration**  *Student plays an active role in getting group tasks organized and completed; demonstrates a willingness to help, listen, and contribute in order to create a positive and effective work environment.* | **Unsatisfactory:**   * Student demonstrates frustration and would not overcome obstacles to complete group tasks. * Student refused to compromise or work with group members. * Student did not contribute his/her ideas to the group. * Student tried to silence others in the group; did not allow others to contribute their ideas. * Student did not show effort in helping the group. * Student wasted time and fooled around, distracting the group. * Student did not fulfill all of his/her responsibilities in the group on time. * Student did not show respect for his/her group members. * Student had a negative attitude about being in his/her group. | **Proficient Criteria:**   * Student usually overcame obstacles and helped to complete group tasks. * Student shows willingness to compromise, work with group members, and never argues. * Student contributed his/her ideas to the group. * Student listened to other group members’ ideas. * Student helped the group. * Student did not waste time, fool around, or distract the group. * Student tried to fulfill all of his/her responsibilities on time. * Student showed respect for his/her group members. * Student had a positive attitude about being in his/her group. | **Advanced: In addition to meeting the PROFICIENT criteria…**   * Student demonstrated leadership within the group activities in any or several of the areas listed in the proficient criteria. |
| 0 - - - - - - - - - - - - 3 - - - - - - - - - - - - 5 | 6 - - - - - - - - - - - - 7 - - - - - - - - - - - - 8 | 9 - - - - - - - - - - - - - - - - - - - - - - - - - 10 |

A simplified collaboration rubric will be distributed on day of presentation, you will evaluate your group members’ effort and contribution to the project. You will also complete a self-evaluation.

These evaluations will be compiled and averaged into your final grade for this project (worth 10 points of the total 50).

**Total: 50 pts**