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| --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **0** |
| **Genetics Baby Book (33 total points)****DUE DATE: Friday, May 4, 2018** |
| **Genetic Counseling**   | All required information from **Baby Lab** is included: Parental genotypes, baby genotypes, phenotypes | Most required information included but, missing 1-2 pieces of the needed information | Missing 3+ pieces of the required information,  |  |
| Pedigree created from family background that includes all **genotype and phenotypes** of all family members and include 3 generations | Pedigree included but missing either genotypes or phenotypes or is missing all 3 generations | Pedigree included but missing BOTH genotypes and phenotypes |  |
| Includes a Karyotype for the baby that designates its **gender** **and any chromosomal abnormalities** that the child may have | Karyotype present but missing either gender or identification of abnormality | Karyotype present but missing identification of BOTH gender and chromosomal abnormality |  |
| Includes an explanation of what having the disease means **for the child and future generations** (if applicable) beyond this child  | Vague explanation for inheritance of disease future generations | Incorrect explanation for inheritance of diseases future generations incorrect |  |
| Includes Punnett Squares for blood type **and determines the probability of the baby having each possible genotype** | Includes correct Punnett square for blood type but does not include probability. | Incorrect Punnett square incorrect and probability |  |
| Describes how **polygenic traits work**, **using an example of a polygenic trait from the lab.** | Describes in general how polygenic traits work or describes a trait from the baby lab that is polygenic | Attempts to describe polygenic traits but does so inaccurately, or misidentifies polygenic traits from the baby lab |  |
| Students accurately describe **BOTH** chromosomal disorder and single-gene disorders. **Give an example of each.** | Students accurately describe **EITHER** chromosomal disorder OR single-gene disorders, including the physical, emotional and mental effects. | Students does not accurately describe BOTH chromosomal disorder and single-gene disorders. Cannot describe the effects of the disorders. |  |
| **Final Project and Citations** | Includes a neat colored drawing of baby based on results of original baby lab. | Includes a drawing that resembles some of the traits from the original lab | Drawing does not include any traits from original baby lab |  |
| All text in the baby book is typed. | Portions of text in the baby book are hand written. | Majority of text in the baby book are hand written.  |  |
| Baby book is creative and is embellished to look like an actual baby book | Follows the format of a baby book | No attempt is made to collect the information in a baby book format |  |
| At least 2 citations using standards MLA format | **At least 1** works cited **OR** student turned in with 1-2 formatting mistakes | **No works cited** included  |  |
| **Total** |  |  |  |  |

**Collaboration- Rubric (7 pts):**

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| --- | --- | --- | --- |
| **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.
* Student stayed focused and on task throughout the unit project.
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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of Baby \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **DUE DATE: Friday, May 4, 2018**

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Earned Points = \_\_\_\_\_\_\_\_\_\_\_

Points Possible = \_\_\_\_\_\_\_\_\_\_\_ Final Grade = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_