Forensics: Get a Clue Rubric

	4	3	2	1
Individual Contribution	Stays in character and on task throughout entire crime scene investigation. Provides daily useful and relevant information to the group based on role in group.	Stays in character and on task throughout most of crime scene investigation. Provides useful and relevant information throughout most of crime scene investigation.	Stays in character and on task throughout some of crime scene investigation. Provides some information throughout investigation. Not all of information is useful and relevant.	Is out of character throughout most of crime scene investigation. Provides minimal information to group throughout investigation.
Evidence Processing	Conducts all math activities and interprets results. Sets up, conducts all science labs and draws conclusions thoroughly. Poses five investigative questions per day that build on previous questions. Demonstrates thorough answers to the questions. Analyzes all evidence available which informs group's understanding of the relationship between evidence and suspects.	Conducts most of the math activities and interprets results. Sets up, conducts most of the science labs and draws general conclusions. Poses four investigative questions per day that generally build on previous questions. Demonstrates complete answers to the questions. Analyzes most evidence available which somewhat informs group's understanding of the relationship between evidence and suspects.	Conducts some of the math activities and interprets results. Sets up, conducts some of the science labs and draws vague conclusions. Poses three obvious questions per day that somewhat build on previous questions. Demonstrates answers to the questions. Analyzes some of the evidence available, but has trouble showing the relationships between evidence and suspects.	Conducts one of the math activities and interprets results. Requires a lot of assistance to do a science lab and has difficulty drawing conclusions. Has trouble coming up with questions. Does not demonstrate answers to questions. Analyzes little of the evidence available and does not show relationship between evidence and suspects.
Conclusion	Demonstrates sophisticated level of logical thinking skills in solving the crime. Is able to reconstruct the entire actual crime.	Demonstrates above average level of logical thinking skills in solving the crime. Is able to reconstruct most of the actual crime.	Demonstrates average level of logical thinking skills in solving the crime. Is able to reconstruct some of the actual crime.	Demonstrates minimal level of logical thinking skills in solving the crime. Is able to reconstruct a bit of the actual crime.

	Writes a clear, sequential, and logical conclusion that is clearly supported by the evidence. Writing is well organized and free of grammar or spelling errors.	Writes a sequential and logical conclusion that is supported by the evidence. Writing is logically organized but has a few grammar or spelling errors.	Writes a conclusion that could be more sequential, and logical. Some of the evidence supports the conclusion. Writing is poorly organized and has some grammar and spelling errors.	Writes a brief conclusion that is not sequential, and is not logical; very little of the evidence supports the conclusion. Writing is disorganized and has many spelling and grammar errors.
Group Collaboration	Helps to keep group on task throughout entire project.

Collaborates with group throughout entire project. | Helps to keep group on task throughout most of project.

Collaborates with group throughout most of project. | Helps to keep on task throughout some of project.

Collaborates with group throughout some of project. | Does not help to keep group on task throughout the project.

Does not work collaboratively. |