

How Storms Happen Poster Rubric

| Category | 4 | 3 | 2 | 1 |
|---|--|--|---|---|
| Knowledge Gained- Science | Students can accurately answer all questions put to them about the weather and water elements in their poster. | Students can accurately answer most questions put to them about the weather and water elements in their poster. | Students can accurately answer some of the questions put to them about the weather and water elements in their poster. | Students cannot accurately answer questions put to them about weather and water elements in their poster. |
| Content Accuracy- Science | Science knowledge mastery is evident. Poster clearly demonstrates essential phases of weather and water cycles and their interconnectedness. | Poster demonstrates some grasp of science knowledge; may contain minor mistakes in demonstrating essential phases of weather and water cycles and their interconnectedness. | Poster demonstrates little grasp of science knowledge; major mistakes in essential phases of weather and water cycles and their interconnectedness. | Poster fails to demonstrate knowledge in science; essential phases of weather and water cycles and their interconnectedness. |
| Painting Skill-Visual Arts | Application of paint is planned and done in a logical, sequential manner. Artistic expression makes perfect sense. | Paint is applied in a careful, logical manner. Colors remain sharp and texture is evident. The visual reflects a good deal of effort, but the expression lacks some clarity and meaning. | Aesthetic control is somewhat lacking. The visual component is like a rough draft; obvious drips, ragged edges, and lack of detail in certain areas of pattern/texture are observed. | Student needs to work on controlling paint and planning paint application. Muddy colors, ragged edges, lack of texture, drips and/or blobs are evident throughout the painting. |
| Planning and Explanation- Science and Visual Arts | Students can describe in detail at any point during the painting process how they envision the final product and how they intend to reach the goal. Clearly focused and goal-oriented. | Students can somewhat describe how they envision the final product and can describe some of the steps they will use to reach the goal. Focused with some evident planning. | Students can describe how they envision the final product but find it difficult to describe how they will reach that goal. Students have set a goal but go about it in a random manner. | Students have thought very little about the project. Cohesion of science and art is not evident. Students have put no discernible effort into the final product. |