

Pumping, Pumping Pumping Through The Vessels
SAMPLE RUBRIC

Pre-Activity	Exceeds Expectations	Approaches Expectations	Below Expectations
Understanding of Circulation	<p>Student is able to clearly brain-storm the major components of the cardiovascular system.</p> <p>Student is able to articulate various substances that are delivered to/removed from body tissues via the cardiovascular pathway.</p>	<p>Student is able to brain-storm some of the components of the cardiovascular system.</p> <p>Student is able to articulate one or two substances that are delivered to/removed from body tissues via the cardiovascular pathway.</p>	<p>Student cannot provide examples of the components of the cardiovascular system.</p> <p>Student cannot articulate substances that are delivered to/removed from body tissues via the cardiovascular pathway.</p>
Participation in Discussion	<p>Student shares ideas, references, real-world examples of cardiovascular importance and is respectful to the ideas of other students.</p>	<p>Student participates in discussion, but does not make accurate connections to the importance of the cardiovascular system. Student is respectful to the ideas of other students.</p>	<p>Student does not participate and is disrespectful.</p>
Activity	Exceeds Expectations	Approaches Expectations	Below Expectations
Model Preparation	<p>Student is an active and knowledgeable participant in the creation of the cardiovascular model.</p>	<p>Student is an active participant in the creation of the cardiovascular model, but does not understand the basis for the model.</p>	<p>Student is neither active, nor knowledgeable in the basis for the cardiovascular model.</p>
Normal Model Implementation	<p>Student is an active and knowledgeable participant in the implementation of the cardiovascular model.</p>	<p>Student is an active participant in the implementation of the cardiovascular model, but does not understand the basis for the implementation.</p>	<p>Student is neither active, nor knowledgeable in the implementation of the cardiovascular model.</p>
Model Alteration With Cardiopulmonary Disorders	<p>Student is an active and knowledgeable participant in the alteration of the cardiovascular model (to represent various disorders).</p>	<p>Student is an active participant in the alteration of the cardiovascular model, but does not understand the basis for the alteration.</p>	<p>Student is neither active, nor knowledgeable in the alteration of the cardiovascular model.</p>
Post-Activity	Exceeds Expectations	Approaches Expectations	Below Expectations
Reflection on Normal Design	<p>Student can clearly explain the organization of the cardiovascular model, using accurate anatomy and physiology.</p>	<p>Student can identify some aspects of the cardiovascular model, using anatomy and physiology.</p>	<p>Student cannot explain the organization of the cardiovascular model.</p>
Reflection on Altered Design	<p>Student can articulate multiple factors that may affect circulation and gas exchange throughout the body and relate them to the activity.</p>	<p>Student can articulate one or two factors that may affect circulation and gas exchange throughout the body and relate them to the activity.</p>	<p>Student cannot articulate factors that may affect circulation and gas exchange throughout the body nor relate them to the activity.</p>