Scatterplot Web Quest Evaluation Rubric

	Beginner (1)	Developing (2)	Advanced (3)	Exemplary (4)	Score
Presentation	Student barely explains part of the team's scatterplot and/or predictions. Presentation is unclear or exceeds 8 mins.	Student has trouble explaining part of the team's scatterplot and/or predictions. Presentation is dominated by some members, is unclear or exceeds 7 mins.	Student easily explains part of the team's scatterplot and/or predictions. Presentation is equally shared among all members, is clear, and does not exceed 6 mins.	Student easily explains part of the team's scatterplot and/or predictions. Presentation is equally shared among all members, is clear and concise, and does not exceed 5 mins.	
Individual Slide	Student research is unorganized and incomplete. Student's slide has only 1 piece of information.	Student completes most of the research and assigned tasks. Student's slide contains 1 – 2 pieces.	Student completes research and assigned tasks. Student's slide contains 2–3 pieces of information assigned.	Student completes research and assigned tasks. Student's slide is visually appealing and contains all pieces of information assigned.	
Scatter Plot & Table	Scatter plot is missing three of the following: at least 15 points of data, labels on axis, title, or equal intervals on axis. Table may or may not be included with at least 15 points of labeled data. Information is plainly presented.	Scatter plot is missing two of the following: at least 15 points of data, labels on axis, title, or equal intervals on axis. Table is included with at least 15 points of labeled data. Information is plainly presented.	Scatter plot is missing one of the following: at least 15 points of data, labels on axis, title, or equal intervals on axis. Table is included with at least 15 points of labeled data. Both are visually appealing and contain color.	Scatter plot is correctly draw with at least 15 points of data, labels on axis, title, and equal intervals on axis. Table is included with at least 15 points of labeled data. Both are visually appealing and contain color.	
Line of Best Fit & Predictions	The line of best fit is drawn incorrectly on the scatter plot and it's equation is **not** correctly identified. Some predictions are accurately made based upon the graph and the equation.	The line of best fit is drawn incorrectly on the scatter plot but it's equation is correctly identified. Some predictions are accurately made based upon the graph and the equation. Information is visually appealing on slide.	The line of best fit is correctly drawn on the scatter plot but it's equation is **not** correctly identified. All predictions are accurately made based upon the graph and the equation. Information is visually appealing on slide.	The line of best fit is correctly drawn on the scatter plot and it's equation is correctly identified. All predictions are accurately made based upon the graph and the equation. Information is visually appealing on slide.	
Team Work	Team member barely shares information with his/her peers and has trouble working together with the team to develop the scatterplot for their chosen profession. Few ideas are shared with the team. Discussion time needs to be constantly redirected by teacher.	Team member struggles to share information with his/her peers but is able to work together with the team to develop the scatterplot for their chosen profession. Some ideas are shared with ease to the team. Discussion time is used to collaborate with lots of redirection.	Team member works well with his/her peers and is able to work together with the team to develop the scatterplot for their chosen profession. Most ideas are shared with ease to the team. Discussion time is used to collaborate with little redirection.	Team member works extremely well with his/her peers and is able to work together with the team to develop the scatterplot for their chosen profession. All ideas are shared with ease to the team. Discussion time is fully utilized to collaborate.	