

## Wait, That Element Doesn't Go There... Final Report

Due: Dec. 13th, 2011

Answer each prompt in a separate typed report. Use the Rubric to help plan your writing. Each report must be typed in 12pt, Times New Roman Font, double-spaced with a proper jr. high heading and title for each prompt.

### **Prompt 1: Your Story**

Tell the story of the creation of your periodic table. Describe how the following scientific process skills were used throughout the process: observing, communicating, comparing, classifying, predicting and organizing. Your answer should be 1-2 pages with proper grammar and mechanics.

### **Prompt 2: Their Story**

Using multiple sources, explain how many scientists have contributed to discovering, sorting and reorganizing the elements throughout time. Tell of the specific contributions of 2 scientists while describing how they used the scientific process skills listed above to contribute to the table. Your answer should be 1 page in length with proper grammar and mechanics

### **Prompt 3: The Most Popular Table So Far.**

Explain the systematic organization of the most common periodic table (the one in your textbook). Explain the characteristics of each group, the meaning of each piece of information in the element boxes and the patterns that exist in each period. Then, describe the strengths and limitations of the table. Your answer should be 1 page in length with proper grammar and mechanics.

#### ATTACH THIS RUBRIC TO YOUR FINAL REPORT

CATEGORY	4	3	2	1	score
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.	
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	

Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.	
Flow & Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his or her own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.	
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.	
Task Completion	Writer answers each prompt completely, addressing each of the required topics	Writer does not address one of the required topics in a prompt	Writer does not address one required topic in multiple prompts	Writer does not address each prompt completely	
Sources	3 sources are properly cited in MLA format	2 or 3 Sources are cited but not in proper format	1 source is cited	Works Cited is missing	

Total:

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