Get a Clue Rubric

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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.	Does not assume group role; does not provide information to the group.
Evidence Processing	Conducts all math labs and interprets results; sets up, conducts three science labs and uses *Seeing Reason* in at least one lab, to process and interpret results. Poses five 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 labs and interprets results; sets up, conducts two science labs using *Seeing Reason* in one of them to process and interpret results. Poses four questions per day (on average) 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 labs and interprets results; sets up, conducts one science lab. Does not use *Seeing Reason*. Poses three questions per day (on average) 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 labs and interprets results; requires a lot of assistance to do a science lab. Does not use *Seeing Reason*. Poses one to two questions per day (on average) that do not build on previous questions; does not show answers to questions. Analyzes little of the evidence available and does not show relationship between evidence and suspects.	Does not do math labs; does not do science labs; does not ask questions; does not analyze evidence.
Conclusion	Demonstrates sophisticated level of logical thinking skills in solving the crime; is able to reconstruct the entire actual crime; writes a clear, sequential, and logical conclusion that is clearly supported by the evidence.	Demonstrates above average level of logical thinking skills in solving the crime; is able to reconstruct most of the actual crime; writes a sequential, and logical conclusion that is supported by the evidence.	Demonstrates average level of logical thinking skills in solving the crime; is able to reconstruct some of the actual crime; writes a conclusion that could be more sequential, and logical; some of the evidence supports the conclusion.	Demonstrates minimal level of logical thinking skills in solving the crime; is able to reconstruct a bit of the actual crime; writes a brief conclusion that is not sequential, and is not logical; very little of the evidence supports the conclusion.	Does not demonstrate logical thinking skills; cannot reconstruct the crime; does not write a conclusion.
Group Collaboration	Group stays on task throughout entire project; members collaborate throughout entire project.	Group stays on task throughout most of project; members collaborate throughout most of project.	Group stays on task throughout some of project.; members collaborate throughout some of project.	Group is off task throughout most of project; members do not collaborate throughout most of project.	Group is off task throughout project; members do not collaborate.