**Characteristics of Life Assignment**

**Directions:**

* Think about the bag activity (living versus non-living), readings, and class discussions.
* Answer the question below in a paragraph.
* Look at the rubric on the back to make sure that you include enough information for the full points.

**What does it mean to be living?**

**Scoring Rubric**

Score Criteria for Score

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| --- | --- |
| 10 | The student writes about at least 3 of the characteristics of life as discussed in the bag activity, class discussion, or reading with strong supporting details. The student refers to something from the bag activity to explain phenomenon. The student uses excellent word choice, spelling, and grammar in the paragraph. |
| 9 | Student writes about at least 3 of the characteristics of life as discussed in the bag activity, class discussion, or reading with supporting details. The student refers to something from the bag activity to explain phenomenon. The student uses good word choice, spelling, and grammar in the paragraph with very few errors. |
| 8 | Student writes about 3 of the characteristics of life as discussed in the bag activity, class discussion, or reading with some supporting details. The student refers to something from the bag activity to explain phenomenon. The student uses good word choice, spelling, and grammar in the paragraph with only a few errors. |
| 7 | Student writes about 2 of the characteristics of life as discussed in the bag activity, class discussion, or reading with some support. The student writes a paragraph that is coherent, but some mistakes may be present. |
| 6 | The student makes an attempt to touch on the characteristics of life as discussed in the bag activity, discussion, or reading, but lacks understanding. The student writes a paragraph that lacks support and may have grammatical errors. |

If a student receives a score of 5 or below, he/she does not have an understanding of the bag activity, reading, or class discussion. The student made an attempt, but he/she does not have a solid paragraph that supports the phenomenon observed.