**Ethical, Scientific and Moral Implications of CRISPR**

**Co-curricular project** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grading Rubric Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task description:** Students will work together in assigned small groups to discuss and create a powerpoint presentation for the assessment portion of this Lesson. This PPT will detail the mechanisms of the CRISPR method of gene editing. The presentation should illustrate the method and components involved in the process. The final product needs to include a powerpoint with onscreen text and images to explain the visuals, utilize 2 resources (1 provided and 1 student choice) and should be a minimum 5 minutes long.

| **CATEGORY** | **Excellent** | **Strong** | **Fair** | **Incomplete** |
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| **Theology Content** | Expresses clear Include relevant principles and church doctrine especially in consideration of Christian anthropology, human rights and duties. The student clearly understands what the church teaches and articulates why the church teaches this. | The student suggests a good understanding of Church doctrine, christian anthropology and rights and duties. Some improvement or clarity in these areas would be helpful through the use of sources or slightly clearer language. | Includes very few principles or indicates a fairly weak understanding of those principles. It may be that no resources are included/utilized or that the resources included are not appropriate to the project. | Content is evidently an un-researched opinion, includes no or very little understanding of principles. If resources are present they are not present within the presentation or are not articulated |
| **Science Content** | Includes all the essential knowledge of the CRISPR‐Cas9 & CRISPR methods and defines them well. Uses and understands WHAT the method is and how it is applied to your research. Subject knowledge is excellent. Gives excellent scientific analysis related to ethics. | Includes most of the essential knowledge about the CRISPR‐Cas9 & CRISPR methods and defines them. Uses and understands some of what the method is and some of how it is applied to your research. Subject knowledge appears to be good. Gives good scientific analysis related to ethics. | Includes little essential information about the CRISPR‐Cas9 & CRISPR methods. Does not define all of them. Uses very little of what the method is and only a portion of how it is applied to your research. Subject knowledge is limited. Gives little scientific analysis related to ethics. | Contains minimal information about the CRISPR‐Cas9 and CRISPR methods. There are several factual errors and wrong sequence of events. Does not use the method or very little and is unsure of how it is applied. Very little subject knowledge. |
| **Analysis** | Clearly states pros and cons of the future of your research. All statements made are supported by faith and reasoning. | Clearly states pros and cons of the future of your research. Most statements made are supported by faith and reasoning. | States pros and cons of the future of your research. Some statements made are supported by faith and reasoning. | Unclear pros and cons of the future of your research. Pros and Cons are poorly supported faith and reasoning. |
| **Organization** | Content is well‐organized, visuals are easy to follow, within powerpoint and transitions between slides are very smooth. | Content is mostly well organized, visuals are somewhat easy to follow, and transitions between scenes are ok. | Content is somewhat well organized, visuals are fairly easy to follow, and transitions between slides are not well presented. | Content is not well organized, visuals are difficult to follow, and transitions between slides are missing. |
| **Power point, Audio, video quality, and credits** | Very good presentation of Powerpoint (good eye contact and clearly stated). Presentation is complete and well informed. All students are in the credits. Meets minimum 5 minutes in length | Presentation is complete and informed. All students are in the credits. Meets minimum 4 minutes in length. | Project presentation is mostly complete and somewhat informative. One or more students are missing in the credits. Meets minimum 3 minutes in length. | Presentations are not presented correctly.  Narration is incomplete and not informative. One or more students are missing in the credits. Meets minimum 2 minutes in length. |
| **Language** | Frequent use of scientific and theological terms in the correct context. No grammatical  errors or spelling mistakes. | Occasional use of scientific and theological terms in the correct context. A few minor grammatical errors or spelling mistakes. | Rare use of scientific and theological terms in the right context. Several grammatical errors or spelling mistakes. | No use of scientific and theological terms. Many grammatical errors or spelling mistakes. |

**MiPam BrAn**