

ECOLOGY NIGHT RUBRIC

Learning Contract

To demonstrate what I have learned

about _____, I would like to

- _____ A written report with appropriate graphic representation
- _____ A demonstration
- _____ An experiment with tri-fold presentation board
- _____ A computer presentation video, simulation, etc,
- _____ An artistic representation such as a mural, sculpture, or multimedia artwork
- _____ A song or dance representing the learning achieved
- _____ A movie
- _____ An infographic representation
- _____ An invention designed to solve an environmental problem
- _____ Other _____

This will be a good way to demonstrate understanding of this topic

because _____

To do this project, I will need help with

My Action Plan is

My project will be completed by _____, and will be ready to have a midway check on this date:

Student Signature _____

Teacher Signature _____

Parent Signature _____

*****Please Turn over for scoring rubric to understand the expectation!**

Group Lands Council Project	4	3	2	1
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<p>Clear introduction of environmental issue being researched</p> <p>23/28</p>	<p>Student makes the issue very clear, locates the area impacted, and provides thorough information on both human impact and possible solutions</p>	<p>Student states the issue, locates the area impacted, and provides some information on human impact; may include possible solutions</p>	<p>Student states the issue if somewhat unclear, locates the area impacted, and provides some information on human impact or possible solutions</p>	<p>Issue is vague, states the issue, the area impacted is unclear, and missing information on human impacts and/or solutions</p>
<p>How the changes to the ecosystem impacted the whole ecosystem</p>	<p>Explanations indicate a clear and accurate understanding</p>	<p>Explanations indicate a relatively accurate understanding</p>	<p>Explanations show some understanding</p>	<p>Explanations do not illustrate understanding</p>
<p>How the changes to the ecosystem impacted the human population</p>	<p>Provides clear and compelling reasons for the original changes to the chosen ecosystem</p>	<p>Provides some reasons for the original changes to the chosen ecosystem</p>	<p>Provides little or vague reasons for the original changes to the chosen ecosystem</p>	<p>Does not explain reasons for the original changes to the chosen ecosystem</p>
<p>Explanation of need for restoration of the chosen ecosystem</p>	<p>Provides clear and compelling reasons for the need and benefits to both the ecosystem and humans of restoration</p>	<p>Provides some reasons or benefits to the ecosystem or humans for restoring the ecosystem</p>	<p>Provides little support for the need for restoring the ecosystem</p>	<p>Provides no explanation of the need for restoring the ecosystem</p>
<p>Explanation of possible outcomes of restoration, including both positive and negative aspects</p>	<p>Explanation of possible outcomes of restoration includes specific positive and negative aspects</p>	<p>Explanation of possible outcomes including both positive and negative aspects, but is somewhat inaccurate or vague</p>	<p>Explanation of possible outcomes of restoration includes either positive or negative aspects, but not both</p>	<p>Explanation of possible outcomes of restoration is missing</p>
<p>Accurate graphic representation of the ecosystem (map, data table, graphs, etc.)</p>	<p>Map and/or data table is labeled accurately with total area;</p>	<p>Map and/or data table is partially labeled and/or includes some effort at total area</p>	<p>Map or data table is present but missing labels</p>	<p>Map or data is missing</p>
<p>Applies a creative process to create a visual art product.</p>	<p>Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents aesthetically pleasing product</p>	<p>Identifies, explores, reflects, refines, and presents an aesthetically pleasing product</p>	<p>Identifies and presents a somewhat aesthetically pleasing product</p>	<p>Presents a messy, disorganized, or rushed product</p>