

Benefits of Pollinator Plants - Performance Based Rubric

Standards	Developing	On-Target	Mastery
Science - Structures and Processes	Student is unable to develop an argument based on empirical evidence and scientific reasoning to explain how behavioral and structural adaptations in animals and plants affect the probability of survival and reproductive success when writing their pollinator letter and designing their school pollinator garden/greenspace.	Student is somewhat able to develop an argument based on empirical evidence and scientific reasoning to explain how behavioral and structural adaptations in animals and plants affect the probability of survival and reproductive success when writing their pollinator letter and designing their school pollinator garden/greenspace.	Student is able to develop an argument based on empirical evidence and scientific reasoning to explain how behavioral and structural adaptations in animals and plants affect the probability of survival and reproductive success when writing their pollinator letter and designing their school pollinator garden/greenspace.
Math	Student is unable to solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms when designing and building a school garden / greenspace.	Student is somewhat able to solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms when designing and building a school garden / greenspace.	Student is able to solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms when designing and building a school garden / greenspace.

ELA - Writing	Student is unable to write arguments to support claims with clear reasons and relevant evidence when composing their pollinator letter.	Student is somewhat able to write arguments to support claims with clear reasons and relevant evidence when composing their pollinator letter.	Student is able to write arguments to support claims with clear reasons and relevant evidence when composing their pollinator letter.
ELA - Multimedia Components and Visual Displays	Student includes incomplete multimedia components and visual displays in their school garden / greenspace to explain the benefits of pollinator plants.	Student includes clear and informative multimedia components and visual displays in their school garden / greenspace to explain the benefits of pollinator plants.	Student includes exceptional multimedia components and visual displays in their school garden / greenspace to explain the benefits of pollinator plants.
Digital Readiness - Analytical & Innovative Thinking	Student is unable to collect, organize, analyze, and interpret data to identify solutions and/or make informed decisions when completing the "Tracking Monarch Butterflies" activity.	Student is somewhat able to collect, organize, analyze, and interpret data to identify solutions and/or make informed decisions when completing the "Tracking Monarch Butterflies" activity.	Student is able to collect, organize, analyze, and interpret data to identify solutions and/or make informed decisions when completing the "Tracking Monarch Butterflies" activity.
Digital Readiness - Coding & Computer Programming	Student is unable to interpret the flow of execution of algorithms and predict their outcomes when coding their virtual habitat.	Student is somewhat able to interpret the flow of execution of algorithms and predict their outcomes when coding their virtual habitat.	Student is able to interpret the flow of execution of algorithms and predict their outcomes when coding their virtual habitat.