

# Invasive vs. Non-Native Plants

## Performance Based Rubric

Standards	Developing	On-Target	Mastery
Science - Biological Change	Student is unable to explain how changes in biodiversity would impact ecosystem stability and natural resources in their PSA.	Student is somewhat able to explain how changes in biodiversity would impact ecosystem stability and natural resources in their PSA.	Student is able to explain how changes in biodiversity would impact ecosystem stability and natural resources in their PSA.
Science - Ecosystems	Student is unable to draw conclusions about the transfer of energy through a food web and energy pyramid in an ecosystem when disruptions occur due to non-native species.	Student is somewhat able to draw conclusions about the transfer of energy through a food web and energy pyramid in an ecosystem when disruptions occur due to non-native species.	Student is able to draw conclusions about the transfer of energy through a food web and energy pyramid in an ecosystem when disruptions occur due to non-native species.
Math	Student is unable to understand that a set of data collected on invasive species in order to answer a statistical question has a distribution which can be described by its center (mean, median, mode),	Student is somewhat able to understand that a set of data collected on invasive species in order to answer a statistical question has a distribution which can be described by its center (mean, median, mode),	Student is able to understand that a set of data collected on invasive species in order to answer a statistical question has a distribution which can be described by its center (mean, median, mode), spread (range),

	spread (range), and overall shape as presented on maps.	spread (range), and overall shape as presented on maps.	and overall shape as presented on maps.
PSA - Multimedia Components and Visual Displays	Student includes incomplete multimedia components and visual displays in their PSA.	Student includes clear and informative multimedia components and visual displays in their PSA.	Student includes exceptional multimedia components and visual displays in their PSA.
PSA - Speech	Student demonstrates appropriate command of formal English when indicated or appropriate while presenting their PSA.	Student demonstrates clear and articulate command of formal English when indicated or appropriate while presenting their PSA.	Student demonstrates exceptional command of formal English when indicated or appropriate while presenting their PSA.
Digital Readiness - Analytical & Innovative Thinking	Student is unable to collect, organize, analyze, and interpret data to identify solutions and/or make informed decisions when creating their PSA and researching non-native species.	Student is somewhat able to collect, organize, analyze, and interpret data to identify solutions and/or make informed decisions when creating their PSA and researching non-native species.	Student is able to collect, organize, analyze, and interpret data to identify solutions and/or make informed decisions when creating their PSA and researching non-native species.
Digital Readiness - Coding & Computer Programming	Student is unable to interpret the flow of execution of algorithms and predict their outcomes during the Creative Coding activity.	Student is somewhat able to interpret the flow of execution of algorithms and predict their outcomes during the Creative Coding activity.	Student is able to interpret the flow of execution of algorithms and predict their outcomes during the Creative Coding activity.

