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| Performance Based Rubric |
| **Standards** | **Developing** | **On-Target** | **Mastery** |
| **Science** | **Students show marginal understanding of the carbon cycle. They can draw a model of the carbon cycle.** | **Students demonstrate an understanding of the carbon cycle and how humans are involved in the cycle. They see errors and can make revisions on the carbon cycle model.** | **Students demonstrate an understanding of the carbon cycle and can demonstrate how systems function. The can draw and revise the carbon cycle model to include human impacts with the resulting impacts on climate.** |
| **Math** | **Basic math skills are used when prompted.** | **Students use mathematics to solve problems when given specific situations.** | **Students determine which math skills are needed to solve issues that arise.** |
| **ELA** | **Students somewhat use conventional English during their poster presentations for their Sustainability Showcase.** | **Students use conventional English during their poster presentations for their Sustainability Showcase.** | Students use technical terminology when presenting their projects for the Sustainability Showcase. |
| **Social Studies** | **Students can answer questions when prompted about**  | **Students are able to make connections between their primary carbon footprint and the impact on the environment.** | **Students are able to support with evidence, with a model, their explanation of the human impact on climate by impacting the carbon cycle.** |