**Protecting Our Bats**

**Performance Based Rubric**

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| **Standards** | **Developing** | **On-Target** | **Mastery** |
| SciencePredict what happens to animals when the environment changes (temperature, cutting down trees, wildfires, pollution, salinity, drought, land preservation). | With help, students will be able to explain what has happened to bats through their environment changing.  | After research, with prompting, students will be able to explain what has happened to bats through their environment changing. | After research, students will be able to independently explain what has happened to bats through their environment changing.  |
| Math: **2.MD.D.10** Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph | Students will be able to draw a pictograph and a bar graph with intervals of one to represent a data set with up to four categories, with little assistance. Students will solve addition and subtraction problems related to the data with 80% or below accuracy. | Students will be able to draw a pictograph and a bar graph with intervals of one to represent a data set with up to four categories, with little assistance. Students will solve addition and subtraction problems related to the data with 80% or higher accuracy. | Students will be able to independently draw a pictograph and a bar graph with intervals of one to represent a data set with up to four categories. Students will solve addition and subtraction problems related to the data with 90% or higher accuracy. |
| ELAAsk and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. | The teacher will segment the text into smaller pieces and guide students through questions in order to find appropriate answers to each day’s research question. The teacher could also record herself reading the article in advance. | Students will be able to research with limited help or assistance from the teacher. | Students will be able to do research independently with little help or assistance and pull reasonable answers for each day of research.  |
| Writing: See state level wholistic writing rubric |  |  |  |