

Web Site Rubric Week 1 - Island Eco Ed

Terrestrial Fauna

| Levels/Criteria | 1 | 2 | 3 | 4 | Score/Level |
|--|---|---|--|--|-------------|
| Flora / Fauna Information with Images. | Type of flora / fauna is identified; description is missing and no rationale is provided for the decision. One or no images are included. | Type of flora / fauna is identified; either the description is missing or no rationale is provided for the decision. At least one images is included. | Type of flora / fauna is identified; there is a description and a rationale is sufficient for the decision. Three relevant images are included. | Type of flora / fauna is identified; there is a clear and motivating description and a rationale is logical for the decision. More than three relevant images are included. | |
| Taxonomy, Scientific and Common Name. | A scientific classification in Biology has not been provided for the flora / fauna . The resource only provides a common name. | A scientific classification in Biology has been provided for for the flora / fauna genus and species only. The resource also provides a common name. | A scientific classification in Biology has been provided for the flora / fauna inclusive from Kingdom thru genus and species. The resource also provides a common name(s). | A scientific classification in Biology has been provided for the flora / fauna inclusive from Kingdom thru genus and species. There is a short explanation with a visual table or graph demonstrating the hierarchy. The resource also provides a common name(s). | |
| Niche, Habitat, and Distribution | Resource doesn't represent the relational position of a species or population in its ecosystem to other organisms; Resource may identify the natural environment in which an organism lives; Distribution is represented with a species range map may or may not exist. | Resource doesn't effectively represent the relational position of a species or population in its ecosystem to other organisms; Resource only identifies the natural environment in which an organism lives, or the physical environment that surrounds (influences and is utilized by) a species population; Distribution is represented with a species range map may or may not exist. | Resource adequately describes the relational position of a species or population in its ecosystem to other organisms; Resource textually represents the natural environment in which an organism lives, or the physical environment that surrounds (influences and is utilized by) a species population; Distribution is represented with a species range map. | Resource accurately describes the relational position of a species or population in its ecosystem to other organisms; Resource visually represents the natural environment in which an organism lives, or the physical environment that surrounds (influences and is utilized by) a species population; Distribution is represented with a species range map with explanation. | |
| Lesson Plan - 5 E's | No lesson plan or only a cursory representation of the lesson plan is included. | Lesson plan is included with the resource. There may not be attention made to include all 5-E's as components. | Lesson plan is representative of the organism and is included with the resource. There is attention made to include all 5-E's as components. | Lesson plan is unique and age appropriate. Resource accurately reflects inclusion of the organism and is includes activities that teachers can use with their students. There is a clear understanding of all 5-E's as components. | |
| Lesson Plan - Objectives, Standards and Connection to Web-based Resource and | Lesson Plan is missing two of the following - Objectives, North Carolina Standard Course of Study, and a connection to the web-based resource and Carolina Beach State Park. | Lesson Plan is missing one of the following - Objectives, North Carolina Standard Course of Study, and a connection to the web-based resource and Carolina Beach State Park. | Lesson Plan is adequately meets all of the following - Objectives, North Carolina Standard Course of Study, and a connection to the web-based resource and Carolina Beach State Park. | Lesson Plan is effectively meets all of the following - Objectives, North Carolina Standard Course of Study, and a connection to the web-based resource and Carolina Beach State Park. | |

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|--|---|---|--|---|-------------|
| State Park | | | | | |
| Web Links to Teacher Resources | Student didn't collect any resources from areas of content exploration, and didn't describe why each site could be helpful to student learning and teaching. | Student collected only one or two resources from areas of content exploration, and didn't adequately describe why each site could be helpful to student learning and teaching. | Student collected three or four resources from areas of content exploration, and adequately described why each site could be helpful to student learning and teaching. | Student collected five or more resources from areas of content exploration, and effectively described why each site could be helpful to student learning and teaching. | |
| Content - Evolution, Conservation, Friends or Foes | Information is cursory or incorrect. Little understanding of content is evident from presentation. | Some solid information presented; however, some information is incorrect or cursory. | Information is clear and correct throughout most of presentation. | Information is well presented, clear, and correct throughout. | |
| Page Design | Many pages are either cluttered or empty. There is no text/image balance. No attention paid to variation in design. | Some pages are either cluttered or empty. Inconsistent attention paid to sizing of graphics, placement of graphics and text, and text wrapping. | Most pages contain well-placed objects, with thoughtful text/image balance. Inconsistent text wrapping. | Objects on all pages are well placed and sized. Pages are not cluttered or empty. Imaginative and logical text wrapping. | |
| Navigation; Graphics | Many necessary buttons or tools are missing or difficult to use. Navigation from page to page is difficult or even impossible; Images do not connect to text and/or are not relevant. | Not all necessary buttons are present. Navigation from page to page is confusing; Images are not always relevant. Text citations are not always present and do not connect to images. | Navigation from page to page is typically easy; Images are mostly relevant. Text citations are usually present and identify the images. | Navigation from page to page is consistently easy and logical; Images are relevant, and complement the text. Each image is cited in the text and identified. The number of images is appropriate. | |
| Mechanics | Text contains many spelling/grammar errors. Sentences seem disconnected, and there is carelessness throughout. | Text contains some spelling/grammar errors. Little logical structure or flow to sentences. Evidence of carelessness in writing. | Grammar and spelling are nearly flawless. Logical sequence apparent. Some wording is careless. Inconsistency in style. | Grammar and spelling are flawless and the flow provides a logical pathway of ideas. Consistent and engaging style throughout. | |