

# Island\_Eco\_Ed\_Rubric\_Flora:

Name:

Levels/Criteria	1	2	3	4	Score/Level
Flora Information with Images	Type of flora is identified; description is missing and no rationale is provided for the decision. One or no images are included.	Type of flora is identified; either the description is missing or no rationale is provided for the decision. At least one image is included.	Type of flora is identified; there is a description and a rationale is sufficient for the decision. Three relevant images are included.	Type of flora 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. The resource only provides a common name.	A scientific classification in Biology has been provided for the flora genus and species only. The resource also provides a common name.	A scientific classification in Biology has been provided for the flora 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 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 Map and Evolution	Resource doesn't represent the evolutionary 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 evolutionary relational position of a species or population in its ecosystem and 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 evolutionary relational position of a species or population in its ecosystem and 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 evolutionary relational position of a species or population in its ecosystem and 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.	
Content - Conservation, Friends or Foes, and Environmental Impacts	Information is cursory or incorrect. Little understanding of content is evident from the web product. Two of the three content area topics are missing.	Some solid information presented; however, some information is incorrect or cursory. One of the three content area topics is missing.	Information is clear and correct throughout most of the web product. All three content area topics are addressed in the product.	Information is well presented, clear, and correct throughout. All three content area topics are addressed in the product and demonstrate understanding of the relationships.	
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.	

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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.	
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 State Park	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.	
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.	