


Island_Eco_Ed_Rubric_Env_Impacts -

Name:

	1	2	3	4	Score/Level
Environmental Impact Information with Images	Type of environmental impact is titled and identified; description is missing and no rationale is provided for the decision. One or no images are included.	Type of environmental impact is titled and identified; either the description is missing or no rationale is provided for the decision. At least one image is included.	Type of environmental impact is titled and identified; there is a description and a rationale is sufficient for the decision. Three relevant images are included.	Type of environmental impact is titled and identified; there is a clear and motivating description and a rationale is logical for the decision. More than three relevant images are included.	
Environmental Impact Issue Overview	No reference to environmental processes with few relevant vocabulary terms used. Local examples are not employed. The resource provides no issue overview.	Short reference to environmental processes with few relevant vocabulary terms used. Local example(s) employed lack depth and explanation. The resource provides a short issue overview.	Adequate reference to environmental processes with relevant vocabulary terms included. Local example(s) employed are sufficient. The resource provides an issue overview.	In depth references to environmental processes with relevant vocabulary terms included. Local example(s) employed are relevant and engaging. The resource provides an issue overview.	
Distribution Map, Environmental Issue Explanation, and Historical Relevance (figure/event)	Resource doesn't represent the distribution (range map) or features in the ecosystem; Resource doesn't identify its relationship to the natural environment in which biotic organisms live; historical relevance is neither referenced nor explained.	Resource demonstrates a distribution (range map) and/or features of the environmental issue; Resource curtly identifies its relationship to the natural environment in which biotic organisms live; historical relevance is identified but not explained.	Resource demonstrates both distribution (range map) and features of the environmental issue; Resource adequately identifies its relationship to the natural environment in which biotic organisms live and the physical environment that surrounds (influences and is utilized by) a species population; historical relevance is identified and briefly explained.	Resource accurately describes both distribution (range map) and features of the environmental issue; Resource visually represents its relationship to the natural environment in which biotic organisms live, and the physical environment that surrounds (influences and is utilized by) a species population; historical relevance is identified and genuinely explained.	

Content - Environmental Impacts, human impact and Advocate/critics	No description as to how the environmental issue fits into our coastal area and/or barrier islands; concerns about human impact are missing or limited.	Less than detailed description as to how the issue fits into our coastal area and/or barrier islands; concerns about human impact are identified but not described.	Description is detailed and adequately demonstrates as to how the issue fits into our coastal area and/or barrier islands; concerns about human impact are identified and adequately described.	Description is detailed and effectively demonstrates as to how the issue fits into our coastal area and/or barrier islands; concerns about human impact are identified and effectively described.	
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.	
Lesson Plan - 5 E's	No lesson plan or only a cursory representation of the lesson plan is included. Student makes no reference in lesson to developed web page.	Lesson plan is included with the resource. There may not be attention made to include all 5-E's as components. Student makes only minimal effort to reference lesson to developed web page.	Lesson plan is representative of the environmental impact and is included with the resource. There is attention made to include all 5-E's as components. Student makes adequate effort to reference lesson to developed web page.	Lesson plan is unique and age appropriate. Resource accurately reflects inclusion of the environmental impact and is includes activities that teachers can use with their students. There is a clear understanding of all 5-E's as components. Student makes effective effort to reference lesson to developed web page.	
Lesson Plan - Objectives, Standards and Connection to Web-based Resource and State Park	Lesson Plan is missing two of the following - Objectives, North Carolina Essential Standards, and a connection to the web-based resource and Carolina Beach State Park.	Lesson Plan is missing one of the following - Objectives, North Carolina Essential Standards, 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 Essential Standards, 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 Essential Standards, and a connection to the web-based resource and Carolina Beach State Park.	
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.	

<p>Navigation; Graphics</p>	<p>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.</p>	<p>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.</p>	<p>Navigation from page to page is typically easy; Images are mostly relevant. Text citations are usually present and identify the images.</p>	<p>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.</p>	
<p>Mechanics</p>	<p>Text contains many spelling/grammar errors. Sentences seem disconnected, and there is carelessness throughout.</p>	<p>Text contains some spelling/grammar errors. Little logical structure or flow to sentences. Evidence of carelessness in writing.</p>	<p>Grammar and spelling are nearly flawless. Logical sequence apparent. Some wording is careless. Inconsistency in style.</p>	<p>Grammar and spelling are flawless and the flow provides a logical pathway of ideas. Consistent and engaging style throughout.</p>	