

## Evaluation Rubric for Student Designed Field Guide

Name: \_\_\_\_\_

	Beginning 1	Emerging 2	Satisfactory 3	Capable 4	Outstanding 5	Earned
<b>Content Knowledge and Understanding</b>  (60%)	Student shows limited understanding of local species within field guide. Inaccurate or brief statement/phrases are contained in the field guide. Species descriptions and findings have minimal detail. There is little or no personalization of researched findings.	Students shows some understanding of local species within field guide. There are some examples where detail has been attempted, but needs more development. Student has incorporated some personal findings from scientific research.	Student demonstrates a broad understanding of local species. Detail could use more development, but is consistent throughout the field guide. Student has incorporated several personal findings from scientific research, but more connections among species should be made.	Student demonstrates a thorough understanding of local species and their characteristics. Good accurate connections are made between and among species. Many personal findings from scientific research have been incorporated as well as some from other sources.	Student demonstrates a thorough understanding of local species and their characteristics with precision. Areas of interest are highly developed and thoughtful questions have been posed. Student has included personal findings from scientific field research as well as from other sources.	
<b>Organization and Structure</b>  (20%)	Student format choice impacts readability. Descriptions of species are inconsistently organized. Labels and headings may be absent or inconsistent.	A sense of structure is evident, but needs some more development. Chosen structure limits readability in some sections. Labels and headings are evident. Organization of details and content needs more planning. Table of contents needs some work.	Structure and organization has been given considerable thought. Readability could be improved through some organizational changes. Student has either kept a consistent structure or used a varied structure that adds to the layout. Labels and headings are clear. Table of contents is included.	Structure and organization allow for a strong readability factor. Labels and headings are clear and pronounced. The field guide is user-friendly and contains a table of contents and/or other organizational tools. Vocabulary boxes/sections are included to boost user-understanding.	Structure and organization boost readability. Labels and headings are thoughtful, personalized, and consistent. The field guide has a professional "feel" to it. Table of contents and extra organizational sections are very helpful. Student consideration for organization is consistent throughout.	
<b>Presentation and Creativity</b>  (20%)	Illustrations and visuals have received little attention. Student has made several mistakes that take away from the presentation of material. Little individual detail is evident in the field guide.	Illustrations and visuals have been used, but have a "rushed" feel. Several mistakes take away from the presentation of material. Some individual detail is evident in the field guide. Text is clear, but basic.	Illustration and visuals have been effectively used. Details and labels match up with pictures and graphics, adding to the layout. Student has shown creativity with presentation, but could take it a step further. Text could use some more development.	Illustrations and visuals have been effectively and creatively used. Detail is evident throughout the field guide. Text is appealing and interesting. Field guide creativity reflects student ability and interest.	Illustrations and visuals significantly boost the text. Text is interesting and varied, creating excitement for the reader. Student has challenged him/herself with the presentation of material.	
<b>Total:</b>						