**Giant Panda-Endangered Specie Awareness and Control Rubric**

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

Role:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Individual Research (20 points possible)**

Data (10 points) :

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 2 | 4 | 6 | 8 | 10 |
| Student has no data to contribute to group. | Student has 1-3 points of data to contribute to group. | Student has 4-5 points of data to contribute to group. | Student has 6-7 points of data to contribute to group. | Student has 8-9 points of data to contribute to group. | Student has 10 or more points of data to contribute to group. |

Use of Guidelines for Assigned Role (5 points) :

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 3 | 5 |
| Student neither followed the guidelines nor elaborated their research. | Student followed the guidelines for their specific role but did not elaborate at all. | Student followed some of the guidelines for their specific role and had little elaboration. | Student followed guidelines for their specific role as well as elaborated their research. |

Use of Class time (5 points) :

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 1 | 3 | 5 |
| Student wasted all time in class to complete their research. | Student barely used any time on completing their research. | Student used half the time given on completing their research. | Student used all of the class time given to complete their research. |

TOTAL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/20 points

**Group Proposal (15 points possible)**

Length (2 points):

|  |  |  |
| --- | --- | --- |
| 0 | 1 | 2 |
| Proposal is less than 1 page in length. | Proposal is only 1 page in length. | Proposal is 2-3 pages in length. |

Grammar and Spelling (3 points) :

|  |  |  |
| --- | --- | --- |
| 0 | 1 | 3 |
| Proposal contains 3 or more grammar/spelling errors. | Proposal contains 1-2 grammar/spelling errors. | Proposal is free of grammar and spelling errors. |

Contains data from each role (4 points) :

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 |
| Proposal does not contain any data from any of the four roles. | Proposal only contains data from 1 of the 4 roles. | Proposal only contains data from 2 of the 4 roles. | Proposal only contains data from 3 of the 4 roles. | Proposal contains data from each role: ecology, conservation biology, zoology, and environmental biology. |

Recovery Plan (6 points) :

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 2 | 4 | 6 |
| Recovery plan is not stated in proposal. | Recovery plan only contains 1 of 3 requirements. | Recovery plan is not written clear enough; only contains 2 of the three requirements. | Recovery plan is clear; explains methods(1) and what should be changed(2), and support for why it will work(3). |

TOTAL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/15 points

**Group Presentation (15 points possible)**

Integration of each Student in Presentation (3 points) :

|  |  |  |
| --- | --- | --- |
| 0 | 1 | 3 |
| Not all students had a role in the presentation. | Some students spoke more than others, but all students still participated. | Each student spoke during presentation an even amount |

Effectiveness(3 points) :

|  |  |  |
| --- | --- | --- |
| 0 | 1 | 3 |
| Presentation was not informative for the topic they were presenting. | Presentation was informative but some information was not relevant to the topic they were presenting. | Presentation was informative, presented useful information for other students. |

Powerpoint/Poster(6 points) :

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | 2 | 4 | 6 |
| Did not have a powerpoint/poster. | Was not very useful for presentation, lacking pictures. | Was useful for presentation but was not well organized, and contained pictures and text. | Was useful for presentation, was well organized and contained pictures and text. |

Student Involvement(3 points) :

|  |  |  |
| --- | --- | --- |
| 0 | 1 | 3 |
| Presenters lacked student involvement completely. | Presenters only did 1-2 of the requirements. | Presenters engaged students and encouraged them to ask questions as well as answered their questions. |

TOTAL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/15 points

**Group Advertisement (20 points possible) :**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 5 | 10 | 15 | 20 |
| Advertisement lacks all requirements. | Advertisement barely shows any commitment to topic or awareness. Creativity and effort are lacking. | Advertisement promotes barely any awareness, is relevant to the topic but does not show creativity or effort. | Advertisement promotes some awareness, is relevant to the topic, and has some creativity and effort. | Advertisement promotes awareness, is relevant to topic, and shows creativity and effort. |

TOTAL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/20 points

TOTAL POINTS FOR ASSIGNMENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/70 points possible