

Channel Island Essay Rubric

Name: _____

	4	3	2	1
Introduction	<i>In addition to criteria for a 3, student includes supplemental information about how the population was estimated OR on the biology of the Fox</i>	Student introduces the Island Fox population problem with references to the graph and states an ordered pair on the graph to show the decline.	Student lacks a reference to their graph, does not include an ordered pair OR does not mention the fox decline.	Student does not reference the Fox population graph.
Graph	Graph is complete, correct and shows remarkable commitment to quality.	Graph is complete and includes all elements of an effective graph.	Graph is missing labels, title, line of best fit OR intervals are incorrect.	Multiple errors are made on the graph.
Food web	Food web is complete, correct and shows remarkable commitment to quality.	Food web is complete and includes all correct connections between species. <i>No more than 1 error.</i>	Food web has 2-4 errors: <ul style="list-style-type: none"> Arrows point in the wrong direction Connections are incorrect 	Food web has four or more errors.
Explanation of Decline	<i>In addition to criteria for a 3, student identifies the most correct reason for the fox decline and includes multiple sources of evidence to support their claim.</i>	Student explains why the fox population has declined with cause-and-effect evidence from the food web (including ecological relationships) and data from the graph, including important dates.	Student chose an incorrect reasons OR student's explanation lacks appropriate evidence from the food web OR lacks data from the graph, including important dates.	Student does not sufficiently explain the decline of the fox.

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Ecological Tool Choice*	<i>In addition to criteria for a 3, student includes why the TWO tools would be least harmful to other species and maintain biodiversity.</i>	<ol style="list-style-type: none"> 1. Student explains how the TWO tools would be used. 2. Student includes a cause-and-effect explanation of how the tools would increase the FOX population. 3. Student uses direct evidence from the food web and readings. 4. Student uses proper ecology vocabulary (predator, prey etc) 	Student is lacking one of the criteria from earning a 3.	Student does not sufficiently rationalize their choice AND does not use vocabulary.
Ecological Tools to Avoid*	<i>In addition to criteria for a 3, student explains how the tool would harm other species and reduce overall biodiversity.</i>	<ol style="list-style-type: none"> 1. Student explains ONE tool to avoid. 2. Student includes a cause-and-effect explanation of how the tool would indirectly impact the FOX population negatively. 3. Student uses evidence from the food web and readings to support their claim. 	Student is missing one of the criteria from earning a 3.	Student is missing 2 or more of the criteria to earn a 3.
Overall: MS-LS2-5 Grade	<i>Student exceeds in at least one Ecological Tool categories and one other category. Student is proficient in all other categories.</i>	Student is proficient in the Ecological Tools categories AND has no more than one approaching score in the remaining categories.	Student is at least approaching in most categories. No more than one developing score.	Student shows a developing understanding of the standard

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