Evaluation

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|  | Evaluates | Below Basic 1 | Basic 2 | Proficient 3 |  | Advanced 4 | Score |
| Graphic Organizers –  African Dwarf Frogs  \*Fiddler Crabs  \*Millipedes | Individual | The graphic organizer is difficult to read and contains inaccurate information in two or more of the following areas: the animals’ natural habitat; body characteristics; and  the animals’ needs for survival in the classroom. | The graphic organizer may be difficult to read or contains inaccurate information in two of the following areas: the animals’ natural habitat; body characteristics; and  the animals’ needs for survival in the classroom. | The graphic organizer is neatly written. However, it contains inaccurate information in one of the following areas: the animals’ natural habitat; body characteristics; and  the animals’ needs for survival in the classroom. |  | The graphic organizer is neatly written and contains accurate information on: the animals’ natural habitat; body characteristics; and  the animals’ needs for survival in the classroom. |  |
| Zoo Exhibit | Group | The exhibit is difficult to follow; and/or contains inaccurate information in 2 or more of the following areas: the animal’s natural habitat and  the animal’s needs for survival outside its natural habitat; and a colorful picture or diagram is not included. | The exhibit is difficult to follow; and/or contains inaccurate information in 1 or more of the following areas: the animal’s natural habitat and  the animal’s needs for survival outside its natural habitat; and a colorful picture or diagram is not included. | The exhibit is neat, colorful, and organized. It contains accurate information on the animal’s natural habitat and  the animal’s needs for survival outside its natural habitat; and examples. A colorful picture or diagram is included. |  | The exhibit is neat, colorful, and clearly organized. It contains accurate information on the animal’s natural habitat and  the animal’s needs for survival outside its natural habitat; and examples. A colorful picture or diagram is included. |  |
| Exhibit and Animal  Information | Group | The exhibit information is unorganized and difficult to read. It contains inaccurate information in two or more of the following areas: the animals’ natural habitat; body characteristics; and  the animals’ needs for survival in the classroom; and fails to explain the exhibit experiences. | The exhibit information is organized but difficult to read. It contains inaccurate information in one or more of the following areas: the animals’ natural habitat; body characteristics; and the animals’ needs for survival in the classroom; and lacks detail about exhibit experiences. | The exhibit information is organized and easy to read. It contains accurate information in one or more of the following areas: the animals’ natural habitat; body characteristics; and the animals’ needs for survival in the classroom; and provides some detail about exhibit experiences. |  | The exhibit information is organized and well written. It contains accurate information in one or more of the following areas: the animals’ natural habitat; body characteristics; and the animals’ needs for survival in the classroom; and provides specific details about exhibit experiences. |  |
| Multimedia  Presentation | Group | The presentation is poorly assembled; or is missing 3 or more of the required parts; or it contains repeated errors that may be distracting to the audience.  Readers may not speak clearly or address the topic. | The presentation is poorly assembled; or is missing 2 of the required parts; or it contains errors that may be distracting to the audience.  Readers speak clearly and distinctly 84%-95% of the time and address the topic using words appropriate for the audience. | The presentation is neatly assembled, but is missing one of the required pages; or it may contain some errors that are not significantly distracting to the audience.  Readers speak clearly and distinctly 95% of the time and address the topic using words appropriate for the audience. |  | The presentation contains all parts and is neatly assembled. There are few errors.  Readers speak clearly and distinctly and address the topic using words appropriate for the audience. |  |
| Individual Effectiveness | Individual | Individual was rarely on task; frequent teacher intervention. | Individual was on task some of the time; frequent teacher intervention. | Individual was on task; may have minimal teacher intervention. |  | Individual worked well and remained on task; no teacher intervention necessary. |  |
| Group Effectiveness | Group | Group had difficulty working together; was rarely on task; frequent teacher intervention. | Group worked together part of the time, was on task some of the time; shared responsibilities some of the time; frequent teacher intervention. | Group worked together, was on task; shared responsibilities; may have minimal teacher intervention. |  | Group worked very well together; was always on task; shared responsibilities; no teacher intervention necessary. |  |

The world renowned zoologist, Dr. Madagascar has been asked by the United States Zoological Society to create three informative exhibits, on three different types of animals, for the Saint Louis Zoo. These exhibits must attract the curiosity of elementary students that have a passion for animals and their habitats. Unfortunately Dr. Madagascar is well past his elementary school years and is out of touch with the interests of students. As amateur zoologists, Dr. Madagascar needs your help in completing three animal exhibits that are attractive, hands-on, and knowledge based.