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| **Garden Description of the Location of the Proposed Garden Rubric** | | | | |
| **Students:** | | | | |
| **Overview** | Student teams will study the school grounds to determine the location for the proposed garden. Each team will complete the proposal form to provide a detailed description of the proposed garden sight. Read the rubric below to understand the expectations for this portion of the investigation. This is one of the rubrics that will be used to grade your work, so please read it carefully and ask questions if you need help. | | | |
| **Exceptional** | | **Proficient** | **Developing** | **Needs Improvement** |
| * The proposal form includes a detailed description of the garden location. * The garden description includes directional observations (e.g., south of the soccer field) as well as the identification of landmarks (e.g., between the kindergarten playground and the fence). * The description is clear and the exact location of the proposed garden can be determined by using the garden description and a map. | | * A fairly detailed description of the garden location is provided. * Even though a location for the garden is provided, the information provided is not detailed enough to identify the location of the proposed garden on a map of the school grounds. * The directional observations are not clear, the team used landmarks to identify the location of the proposed garden but did not use directional observations (e.g., south of the soccer field). | * A detailed description of the garden location is not provided. The description is lacking in specific details. * It is doubtful that the specific location of the proposed garden could be identified on a map of school grounds using only the information provided in the garden description form. * Directional observations are not used and the use of landmarks was somewhat confusing. It would be difficult to locate the proposed garden on a map of school grounds using the information provided. | * The description of the proposed garden does not include the location of the garden in terms of general directions or landmarks. * The information provided is too general and vague; therefore, it is not possible to identify the specific location of the garden on school grounds using the information provided in the description of the location of the proposed garden. |
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| **Rubric for the Hypothesis/Predictions Worksheet for the Proposed Garden** | | | | |
| **Students:** | | | | |
| **Overview** | Student teams will complete a hypothesis/predictions worksheet for their proposed garden. The students provide specific details about the area of school grounds selected as the site for the proposed garden selected by the team. Details are important since this information will be used to defend the proposed garden site selected by the team. | | | |
| **Exceptional** | | **Proficient** | **Developing** | **Needs Improvement** |
| * The predictions worksheet is complete and includes:   + A description of the terrain of the garden location (is the land hilly or flat)   + A description of the exposure to sunlight the plants will have (is the garden shaded or in full or partial sunlight).   + A description of the garden site in terms of water runoff. Students should note if water tends to pool in the area.   + The moisture level of the soil is identified. * The final paragraph is complete and well written and identifies and defends the location the team thinks would be best for the garden. | | * The predictions worksheet is nearly complete:   + There is a limited description of the terrain of the garden location (is the land hilly or flat)   + It is not clear as to whether the garden will be in full sunlight during the day.   + The description of the garden site in terms of water runoff is not clear.   + The moisture level of the soil is provided. * The final paragraph is complete but does include some grammar and spelling errors. The team identifies the location of the garden but does not provide a clear explanation for the location the team thinks would be best for the garden. | * The predictions worksheet is not complete:   + The description of the terrain of the garden is not clear and the description of the land as hilly or flat is hard to understand.   + It is not clear as to whether the garden will be in full sunlight or shade during the day.   + There is no reference as to the movement of water on the garden site.   + The moisture level of the soil is unclear. * The final paragraph is not complete and includes grammar and spelling errors. The team does not provide a good explanation for the location the team thinks would be best for the garden. | * The predictions worksheet is not complete:   + The description of the land as hilly or flat is not clear and hard to understand.   + It is not clear as to whether the garden will be in full sunlight during the day.   + There is no reference as to the movement of water on the garden site.   + Soil moisture is not included * The final paragraph is not complete and includes grammar and spelling errors. The team does not provide an explanation for the location the team thinks would be best for the garden. |
| **Points** | | **Points** | **Points** | **Points** |
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| **Data Analysis: Percolation Test** | | | | |
| **Students:** | | | | |
| **Overview** | Student teams will gather and analyze data from percolation tests completed on soil taken from all proposed garden sites. The analysis of this data will provide important insights for student teams as they select the best site for the proposed garden. | | | |
| **Exceptional** | | **Proficient** | **Developing** | **Needs Improvement** |
| * Data from the Percolation test is included (table or written description). * The data includes the Percolation Rate for each of the proposed locations. * A well written summary sentence indicating which location has the best water retention based on the experiment is included. | | * Data from the Percolation test is included; however, the data is unorganized. * The data includes the Percolation Rate for each of the proposed locations. * A summary sentence indicating which location has the best water retention based on the experiment is included. | * Data from the Percolation test is included; however, the data is unorganized and difficult to understand. * The data includes the Percolation Rate for only some of the proposed locations. * A poorly written and confusing summary sentence does not indicate which location has the best water retention based on the experiment. | * Data from the Percolation test is only partially included. The data is unorganized and difficult to understand. * The data does not include the Percolation Rate for the proposed locations. * A summary sentence is not included and there is no indication as to which location has the best water retention based on the experiment. |
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| **Data Analysis: Topography Data** | | | | |
| **Students:** | | | | |
| **Overview** | Student teams will gather and analyze data to develop topographic maps of the proposed garden location. The analysis of topographical data will provide important insights for student teams as they select the best site for the proposed garden. | | | |
| **Exceptional** | | **Proficient** | **Developing** | **Needs Improvement** |
| * The final project includes a topographical map that is attached to the proposal. * The map has been generated by the student team and includes the following:   + A title for the map.   + A legend for the map identifying symbols and/or icons for all important features (garden location, buildings, fences, etc.). | | * The final project includes a topographical map that is attached to the proposal. * The map has been generated by the student team and does not include all of the following required features:   + A title for the map.   + A legend for the map identifying symbols and/or icons for all important features (garden location, buildings, fences, etc.). | * The final project includes a poorly drawn topographical map that is attached to the proposal. * The map has been generated by the student team and does not include all of the following required features:   + A title for the map.   + A legend for the map identifying symbols and/or icons for all important features (garden location, buildings, fences, etc.). | * The final project does not include a topographical map. It appears that a map was attempted but not completed. |
| **Points** | | **Points** | **Points** | **Points** |
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| **Presentation Rubric** | | | | |
| **Students:** | | | | |
| **Overview** | Student teams will make formal presentations to the students and to special guests focused on the proposed location for the garden on school grounds. The information for the presentation will be taken from the research completed by student teams on the proposed location for the garden. | | | |
| **Exceptional** | | **Proficient** | **Developing** | **Needs Improvement** |
| * The Proposal Form is completely filled in – no items are left blank. * The Proposal Form is neatly written and easy to read. All written descriptions have been checked for grammar and spelling errors. * The presentation was a collaborative effort of all students on the team. * The presentation was well organized, complete, and logical. * All aspects of student research were included in the identification and defense of the proposed garden location. | | * The Proposal Form is approximately 80% complete. Some items were left blank. * The Proposal Form is fairly neat and easy to read. Some written descriptions contain grammar and spelling errors. * The presentation was a collaborative effort of all students on the team. * The presentation was fairly well organized, mostly complete, and logical. * Most of the student research was included in the identification and defense of the proposed garden location. | * The Proposal Form is less than 80% complete. Several items were left blank. * The Proposal Form is not neat and difficult to read. Many descriptions contain grammar and spelling errors. * The presentation lacked the support of all student team members. * The presentation lacked organization and was not complete. * Some of the student research was included in the identification and defense of the proposed garden location. | * The Proposal Form is less than 60% complete. Many items were left blank. * The Proposal Form is not neat and very difficult to read. The descriptions contain grammar and spelling errors. * The presentation was confused and did not have the support of all student team members. * The presentation lacked organization and was not complete. * Little of the student research was included in the identification and defense of the proposed garden location. |
| **Points** | | **Points** | **Points** | **Points** |
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