

RUBRIC FOR LETTER – How has technology changed the way we consume and dispose of products and what can we do to reduce waste to *ho‘ōla* (to heal) our *ahupua‘a*?

NAME: _____ DATE: _____ TOTAL POINTS: _____

Hawai‘i DOE Benchmarks and <i>Nā Honua Mauli Ola</i>	<i>Kūlia</i> (Exceeds Standard) Points:_____	<i>Mākaukau</i> (Meets Standard) Points:_____	<i>‘Ano Mākaukau</i> (Almost at Standard) Points:_____	<i>Mākaukau ‘Ole</i> (Below Standard) Points:_____
<p>Science 2: NATURE OF SCIENCE</p> <p>Did I answer the unit essential question and explain how technology has an impact on society by changing the way we use and dispose of products?</p> <p><i>Points:_____</i></p>	I clearly explained how technology has changed the way we consume and dispose of products.	I explained how technology has changed the way we consume and dispose of products.	I did not clearly explain how technology has changed the way we use and dispose of products.	I did not explain how technology has changed the way we use and dispose of products.
<p>Language Arts 5: Writing: RHETORIC</p> <p>Did I organize my ideas with a structure that supports the meaning in my letter?</p> <p><i>Points:_____</i></p>	My own ideas are well organized using a structure such as comparison and contrast, or order of importance to clearly support the meaning in my letter.	My own ideas are organized using a structure such as comparison and contrast, or order of importance to support the meaning in my letter.	My own ideas are explained, but I did not correctly use a structure that supports the meaning of my letter.	I did not clearly explain my ideas or use a structure that supports the meaning of my letter.
<p>Language Arts 4: Writing CONVENTIONS AND SKILLS</p> <p>Did I correct my spelling, punctuation, and grammar?</p> <p><i>Points:_____</i></p>	My letter has no errors in spelling, punctuation or grammar!	My letter is almost free of spelling, punctuation, and grammatical errors.	I corrected some of my errors but not all of them.	I never revised my letter to correct errors in spelling, punctuation, or grammar.
<p><i>Nā Honua Mauli Ola 14-2</i></p> <p>Did I explain how we can reduce wastes to help <i>ho‘ōla</i> (to heal) our <i>ahupua‘a</i>?</p>	I wrote a thoughtful, detailed explanation of how I will help to reduce wastes to help our <i>ahupua‘a</i> .	I described ways to reduce waste and heal our <i>ahupua‘a</i> .	I described an idea about reducing waste, but I needed to develop it more.	I need to think about reducing wastes and develop my ideas.



RUBRIC FOR TEAM PRESENTATION - How has technology changed the way we consume and dispose of products and what can we do to reduce waste to *ho'ōla* (to heal) our *ahupua'a*?

TEAM MEMBERS: _____ **DATE:** _____

Hawai'i DOE Benchmarks, GLOs, and <i>Nā Honua Maui Ola</i>	<i>Kūlia</i> (Exceeds Standard) Points: _____	<i>Mākaukau</i> (Meets Standard) Points: _____	<i>'Ano Mākaukau</i> (Almost at Standard) Points: _____	<i>Mākaukau 'Ole</i> (Below Standard) Points: _____
<p>Science 2: NATURE OF SCIENCE</p> <p>Did the team answer the unit essential question and explain how technology has changed the way we use and dispose of products?</p> <p><i>Points:</i> _____</p>	The group clearly explained with good examples, how technology has changed the way we use and dispose of products to reduce waste in our <i>ahupua'a</i> .	The group explained how technology has changed the way we use and dispose of products to reduce waste in our <i>ahupua'a</i> .	The group did not clearly explain how technology has changed the way we use and dispose of products to reduce waste in our <i>ahupua'a</i> .	The group provided no good examples to explain how technology has changed the way we use and dispose of products to reduce waste in our <i>ahupua'a</i> .
<p>Language Arts 6: CONVENTIONS AND SKILLS and GLO 5: Effective Communicator</p> <p>Did the team communicate effectively and clearly to inform and persuade the audience?</p> <p><i>Points:</i> _____</p>	The team had a great connection with the audience. Students spoke clearly and loudly and made eye contact with the audience. The team's presentation was enjoyable and easy to follow.	The team communicated clearly. Students spoke loud enough for people to hear and made eye contact with the audience. The presentation was easy to follow.	The team communicated clearly for some of the presentation. Some students spoke loud enough for people to hear and made eye contact with the audience. The presentation was often difficult to follow.	The team did not communicate clearly. Students spoke too softly and/or did not make eye contact with the audience. The presentation was difficult to follow.
<p>Language Arts 6: CONVENTIONS AND SKILLS and GLO 5: Effective Communicator</p> <p>Did team members effectively listen to each other's ideas and opinions?</p> <p><i>Points:</i> _____</p>	Students actively listened to each other's ideas and opinions. Cooperation and teamwork was excellent.	Students actively listened to each other's ideas and opinions. Students worked well together as a team.	Students sometimes listened to each other's ideas and opinions. Team members can do a better job of cooperating and listening.	Students did not work well together. Team members didn't listen to each other's ideas and opinions.





RUBRIC FOR TEAM PRESENTATION (CONTINUED)

Hawai'i DOE Benchmarks, GLOs, and <i>Nā Honua Mauli Ola</i>	<i>Kūlia</i> (Exceeds Standard) Points: _____	<i>Mākaukau</i> (Meets Standard) Points: _____	<i>'Ano Mākaukau</i> (Almost at Standard) Points: _____	<i>Mākaukau 'Ole</i> (Below Standard) Points: _____
<p>Language Arts 6: Oral Communication CONVENTIONS AND SKILLS</p> <p>Did everyone in the group participate fully to create and present the project?</p> <p><i>Points:</i> _____</p>	Everyone participated and the cooperation paid off in a great presentation.	Everyone participated and worked together well to create a good presentation.	Nearly everyone participated in creating the presentation, but cooperation was lacking.	The team did not work well together to create or present the project.
<p><i>Nā Honua Mauli Ola</i> 15-2 and 15-3</p> <p>Did the team teach others about the concept of <i>mālama</i> through example by describing your project to reduce waste and <i>ho'ōla</i> (heal) the environment?</p> <p><i>Points:</i> _____</p>	The team provided an excellent example of <i>mālama</i> (caring) by describing their project to reduce waste and <i>ho'ōla</i> (heal) the environment and explaining why it is important to care for the place we live.	The team provided an example of <i>mālama</i> (caring) by describing their project to reduce waste and <i>ho'ōla</i> (heal) the environment.	The team almost provided an example of <i>mālama</i> (caring) by describing parts of their project to reduce waste and <i>ho'ōla</i> (heal) the environment.	The team did not provide an example of <i>mālama</i> (caring) or describe a project to reduce waste and <i>ho'ōla</i> (heal) the environment.