

RUBRIC FOR CULMINATING PAPER - How is *lōkahi* (balance, harmony) among native stream plants and animals affected by human activities and what can we do to care for the stream community?

NAME: _____ DATE: _____ TOTAL POINTS: _____

Hawai'i DOE Benchmarks, GLOs, and <i>Nā Honua Maui Ola</i> (NHMO)	<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
Science 3: ORGANISMS AND THE ENVIRONMENT Did I describe how human activities affect <i>lōkahi</i> (harmony, balance) among native plants and animals in the stream? <i>Points:</i> ____	My paper clearly states the effects of human activities on the <i>lōkahi</i> of streams.	My paper states ways that human activities affect <i>lōkahi</i> of streams.	My paper describes one way that human activities affect streams but it needs more information to explain how <i>lōkahi</i> is affected.	My paper doesn't describe ways that human activities affect stream <i>lōkahi</i> .
Science 1: SCIENTIFIC INVESTIGATION Did I present and defend the conclusions from our stream study, based on evidence we gathered? <i>Points:</i> ____	My conclusions are clearly written and I've provided a thoughtful summary of how the conclusions are supported by the data we gathered.	My conclusions are supported by the data we gathered.	My conclusions do not clearly show how they were based on the data we gathered.	My conclusions are not based on the data or the conclusion is missing from my paper.
Language Arts 4: Writing CONVENTIONS AND SKILLS Did I correct run-on sentences and spelling errors? Did I use my new stream vocabulary words correctly? <i>Points:</i> ____	My paper has no run-on sentences or spelling errors! I used at least six of my new vocabulary words correctly.	My final paper is almost free of run-on sentences and spelling errors. I used at least four of my new vocabulary words correctly.	I corrected some of my spelling errors and run-on sentences, but not all of them. I used some new vocabulary words, but not correctly.	I never revised my paper to correct run-on sentences or errors in spelling. I did not correctly use new vocabulary words.
Language Arts 4: Writing CONVENTIONS AND SKILLS Did my writing address the essential question for the unit by stating the problem and what we can do to care for our streams? Did I use information from at least two sources? <i>Points:</i> ____	I clearly addressed both parts of the essential question and included a detailed description of how we helped to care for a stream. I used information from more than two sources.	I addressed the essential question and described what we did to care for a stream. I used information from two sources.	I addressed one part of the essential question but did not describe how we cared for a stream. I have at least one source of information.	I did not address the essential question adequately. I don't have information from any sources.



RUBRIC FOR TEAM PRESENTATION - How is *lōkahi* (balance, harmony) among native stream plants and animals affected by human activities and what can we do to care for the stream community?

TEAM MEMBERS: _____ **EVALUATOR(S):** _____ **DATE:** _____

Hawai'i DOE Benchmarks, GLOs, and <i>Nā Honua Mauli Ola</i> (NHMO)	<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 1: SCIENTIFIC INVESTIGATION GLO 5 Effective Communicator</p> <p>Did students develop and defend conclusions based on evidence they collected? Did they learn their material so they could present with little reference to notes?</p> <p><i>Points:</i>__</p>	<p>The team was very informed when presenting. Students made very little reference to notes, so the presentation was smooth and links between conclusions and evidence were very clear.</p>	<p>The team only referred to notes sometimes, which showed good knowledge of content. The links between conclusions and evidence were clear.</p>	<p>The team needs to work on using notes less often. Fewer pauses will make a more smooth presentation. The links between conclusions and evidence were not clear.</p>	<p>By reading the presentation, the team did not seem prepared or knowledgeable. The team did not provide conclusions based on evidence.</p>
<p>Science 3: ORGANISMS AND THE ENVIRONMENT</p> <p>Did students describe how human activities affect <i>lōkahi</i> (balance) among native plants and animals in the stream?</p> <p><i>Points:</i>_____</p>	<p>The team did an excellent job by providing at least two examples of how human activities affect the <i>lōkahi</i> of streams.</p>	<p>The team explained at least one way that human activities affect the <i>lōkahi</i> of streams.</p>	<p>The team described one way that human activities affect streams, but more information was needed to explain how <i>lōkahi</i> is affected.</p>	<p>The team did not describe ways that human activities affect stream <i>lōkahi</i>.</p>
<p><i>Nā Honua Mauli Ola</i> 15-2 & 3</p> <p>Did students explain their community service projects?</p> <p>Did the presentation teach others about the concept of <i>mālama</i> (caring) through example?</p> <p><i>Points:</i>_</p>	<p>The presentation was a clear and interesting explanation of community service. The team provided an excellent model of <i>mālama</i>.</p>	<p>The presentation explained the team's community service and provided an example of how to <i>mālama</i> the stream.</p>	<p>The presentation did not clearly explain the team's community service. The team talked about <i>mālama</i> but the example wasn't clear.</p>	<p>The presentation did not address <i>mālama</i> or community service.</p>





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<p>GLO 2 Community Contributor</p> <p>Did team members <i>laulima</i> (cooperate) and encourage one another to achieve the group's goals?</p> <p><i>Points:</i>_____</p>	<p>The team members worked very well together to achieve the group's goals. Members stayed on task and shared materials and ideas. Students all helped each other to focus on the task.</p>	<p>The team members worked together to achieve the group's goals. Members stayed on task and shared materials and ideas. Students helped others to focus on the task.</p>	<p>The team members needed a few reminders to work together to achieve the group's goals. Some members stayed on task, shared ideas, or helped others to focus on the task.</p>	<p>The team members needed many reminders to work together to achieve the group's goals. Very few members stayed on task, shared ideas, or helped others to focus on the task.</p>