

Wisconsin's Natural Resources and Wise Use of Wisconsin's Natural Resources
Rubric for Assessing Article or Illustration for Class Book or Blog

Student's Name _____

Standard	Proficient (3)	Basic (2)	Minimal (1)
SCIE1.4.3 Understand ecosystems (identify various ecosystems, various organisms within an ecosystem, features of an ecosystem, explain how living and nonliving things within an ecosystem are interconnected and interdependent).	The article/illustration describes or illustrates at least five characteristics of each biome/ecosystem in Wisconsin (hardwood and pine forests, oak savannahs, and prairies).	The article/illustration describes or illustrates three or four characteristics of each biome/ecosystem in Wisconsin (hardwood and pine forests, oak savannahs, and prairies).	The article/illustration describes or illustrates only one or two characteristics of each biome/ecosystem in Wisconsin (hardwood and pine forests, oak savannahs, and prairies).
SCIE1.4.2 Understand nonrenewable and renewable resources	The article/illustration correctly identifies each characteristic of each biome/ecosystem as renewable or nonrenewable.	The article/illustration correctly identifies most characteristics of each biome/ecosystem as renewable or nonrenewable.	The article/illustration correctly identifies at least one characteristic of each biome/ecosystem as renewable or nonrenewable.
SOCA1.4.4 Understand ways in which people in Wisconsin interact with their environment (use of land and construction of human made features).	The article/illustration contains a very complete, well-reasoned explanation or detailed illustration of how each group of people (Native people, European/Yankee immigrants, and lumber barons) used the biome or ecosystem in Wisconsin to survive or earn income.	The article contains a brief explanation or limited illustration of how each group of people (Native people, European/Yankee immigrants, and lumber barons) used the biome or ecosystem in Wisconsin to survive or earn income, but needs to expand on main ideas and details to be more complete.	The article contains a very brief, incomplete explanation or illustration of how each group of people (Native people, European/Yankee immigrants, and lumber barons) used the biome or ecosystem in Wisconsin to survive or earn income.
SOCE1.4.8 Understand the values and beliefs of different groups in Wisconsin.	The article contains a well-reasoned explanation or detailed illustration for each group's values and beliefs and how these were inferred from the group's actions in using Wisconsin's natural resources.	The article states or illustrates ideas for each group's values and beliefs, but did not tie them to the group's actions in using Wisconsin's natural resources.	The article offers tentative or no ideas or illustrations for how each group's values and beliefs affected their actions in using Wisconsin's natural resources.
SOCA1.4.8 Understand the positive and negative impact of people in Wisconsin on the environment.	The article contains a <u>very complete, well-reasoned explanation or illustration</u> of at least one positive and negative effect <u>each group</u> (Native people, European/Yankee immigrants, and lumber barons) had on one of Wisconsin's biomes or ecosystems (hardwood/pine forest, oak savannah, or prairie).	The article contains a <u>brief explanation or illustration</u> of at least one positive and negative effect <u>each group</u> (Native people, European/Yankee immigrants, and lumber barons) had on one of Wisconsin's biomes or ecosystems (hardwood/pine forest, oak savannah, or prairie).	The article contains a <u>brief explanation or illustration</u> of at least one positive and negative effect <u>only one group</u> (Native people, European/Yankee immigrants, or lumber barons) had on one of Wisconsin's biomes or ecosystems (hardwood/pine forest, oak savannah, or prairie).

Wisconsin's Natural Resources and Wise Use of Wisconsin's Natural Resources

Record Sheet Showing Students' Achievement of Each Benchmark

3= Proficient, 2= Basic, 1= Minimal

Student Number	SCIE1.4.2 Understand nonrenewable and renewable resources.	SCIE1.4.3 Understand ecosystems (identify various ecosystems, various organisms within an ecosystem, features of an ecosystem, explain how living and nonliving things within an ecosystem are interconnected and interdependent).	SOCA1.4.4 Understand ways in which people in Wisconsin interact with their environment (use of land and construction of human made features).	SOCE1.4.8 Understand the values and beliefs of different groups in Wisconsin.	SOCA1.4.8 Understand the positive and negative impact of people in Wisconsin on the environment.
Student 1	3	3	3	3	3
Student 2	3	2	3	2	3
Student 3	2	1	2	1	2
Student 4	2	2	2	2	2
Student 5	3	3	3	3	3
Student 6	1	1	1	1	1
Student 7	3	3	3	3	3
Student 8	3	2	3	2	3
Student 9	3	3	3	3	3
Student 10	3	2	3	3	3

Each student writes an article for a class book or blog, which is assessed by a rubric. The article should include: (1) a list of at least five characteristics of each biome/ecosystem in Wisconsin and identify which are renewable and nonrenewable; (2) an explanation of how Native people, European/Yankee immigrants, and lumber barons used components of each biome or ecosystem to survive or earn income and the values and beliefs underlying their actions; (3) an explanation of the positive and negative effects each group had on the biome or ecosystem.

Students can choose to write individual, small group, or a class letter to Senator Tammy Baldwin giving their view on the issue and encouraging her to support their view in upcoming legislation. The letters should include the terms renewable, nonrenewable, components of forest biomes, and examples of people's positive and negative effects on Wisconsin's physical environment. Use a rubric to assess the letters.

7. Analyzing Student Learning

- A. List the specific social studies and relevant science benchmarks and literacy and math common core standards measured by the assessments in your unit.
- B. List the evaluation criteria you used to analyze student learning for each benchmark and standard.
- C. Prepare a spreadsheet that shows how well each student met each benchmark and standard according to the evaluation criteria you used. Use initials or numbers only for students rather than their full names.
- D. Select three student work samples that illustrate benchmarks or standards most students met and those benchmarks or standards some students struggled to meet. Include students with any special learning needs in the work samples. Describe any patterns you see in the learning of the entire class and of the students with any special learning needs. What benchmarks and standards did all or most students meet and which were more difficult for all students to meet?