**ECOLOGY BLOG PORTFOLIO**

**GRADING RUBRIC**

***PORTFOLIO PURPOSE: To explain the relationships between organisms in the ecosystem of Lake Michigan.***

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| *Criteria* | Exemplary  A | | Proficient  B | | Emerging  C | | Incomplete  F | | Score | |
| *Use of Multimedia* | |  | | --- | | *9 points* |   **Multiple forms** of media are used. **All** of the multimedia enhance the purpose of the eportfolio, create interest, and are appropriate. | | |  | | --- | | *6 points* |   **One or two types** of multimedia are used. **Most** of the multimedia enhance the purpose of the eportfolio, create interest, and are appropriate. | | |  | | --- | | *3 points* |   **One or two types** of multimedia are used. **A few** of the multimedia enhance the purpose of the eportfolio, create interest, and are appropriate. | | |  | | --- | | *0 points* |   The photographs, graphics, sounds, and/or videos **do not enhance the purpose** of the eportfolio. They are distracting and detract from the content. | |  | |
| *Content-Understanding* | |  | | --- | | *9 points* |   Blog shows **in-depth and nuanced understanding** of the relationships between organisms in an ecosystem and the effects of invasive species. | | |  | | --- | | *6 points* |   Blog demonstrates a **clear understanding** of the relationships between organisms in an ecosystem and the effects of invasive species. | | |  | | --- | | *3 point* |   Blog demonstrates an **unclear understanding** the relationships between organisms in an ecosystem and the effects of invasive species. | | |  | | --- | | *0 points* |   Blog demonstrates **many misunderstandings** about the relationships between organisms in an ecosystem and the effects of invasive species. | |  | |
| *Evidence-Based Argumentation* | *The three principals of evidence-based argumentation are:*   1. *Author provides a clear position statement, presenting the author’s argument.* 2. *2-3 pieces of evidence are provided which are specific and relevant to the author’s argument* 3. *A clear explanation is given for every piece of evidence, explaining how it supports the author’s position.* | | | | | | | |  | |
| |  | | --- | | *9 points*  Author **meets or exceeds all expectation**s of evidence-based argumentation in **all** of his/her argumentative blog posts, providing unique, detailed, and well-explained arguments. | | | |  | | --- | | *6 points* |   Author **meets all expectations** of evidence-based argumentation in **all** of his or her argumentative blog posts. | | |  | | --- | | *3 point* |   Author **meets all expectations** of evidence-based argumentation in **most** of his or her blog posts. OR  Author **meets most expectations** of evidence-based argumentation in **all** of his or her argumentative blog posts. | | |  | | --- | | *0 points* |   Author **meets some expectations** of evidence-based argumentation in **some** of his or her blog posts. | |
| *Writing Mechanics* | |  | | --- | | *3 points* |   **No more than 2 errors** in spelling, punctuation, capitalization, or grammar. Errors do not interfere with the reader’s understanding. | | |  | | --- | | *2 points* |   **More than 2 errors** in spelling, punctuation, capitalization, or grammar. Errors **do not interfere with the reader’s understanding**. | | |  | | --- | | *1 point* |   **More than 2 errors** in spelling, punctuation, capitalization, or grammar. Errors **sometimes interfere with the reader’s understanding**. | | |  | | --- | | *0 points* |   **Many errors** in spelling, punctuation, capitalization, or grammar. Errors **often interfere with the reader’s understanding.** | |  | |
| *Selection of artifacts and written communication* | | |  | | --- | | *3 points* |   **All** artifacts and work samples are **clearly and directly related** to the purpose of the eportfolio. | | |  | | --- | | *2 points* |   **Most** artifacts and work samples are **related** to the purpose of the eportfolio. | | |  | | --- | | *1 points* |   **Few** artifacts and work samples are **related** to the purpose of the eportfolio. | | |  | | --- | | *0 points* |   **Most** artifacts and work samples are **unrelated** to the purpose of the eportfolio. | |  |
| *Final Reflection* | |  | | --- | | *3 points* |   Reflection on blog clearly identifies and describes at least **4 examples** of new learning or changed conceptions from the unit. | | |  | | --- | | *2 points* |   Reflection on blog clearly identifies and describes at least **3 examples** of new learning or changed conceptions from the unit. | | |  | | --- | | *1 points* |   Reflection on blog clearly identifies and describes at least **2 examples** of new learning or changed conceptions from the unit. | | |  | | --- | | *0 points* |   Reflection on blog clearly identifies and describes 0 or **1 examples** of new learning or changed conceptions from the unit. | |  | |
| *Total Points* | *25-36* | | *15-24* | | *9-14* | | *0-9* | | *Total* | |
| *Letter Grade* | *A* | | *B* | | *C* | | *F* | |
| *Gradebook Grade* | *50/50* | | *43/50* | | *37/50* | | *27/50* | |

**Unique Blog Topics:**

1. Should we be worried about the carp they found in Calumet Lake? Why or why not?
2. What are the sea lampreys and how are they affecting the ecosystem of Lake Michigan?
3. Can we eat Asian Carp? Would this be a good solution to the carp problem?
4. Why are the Asian Carp so dangerous for the lake?

**HINTS:**

* Be **creative** and unique. Express yourself!
* Keep **your voice** in your blog post. The way it reads should sound like you.
* **Explain** yourself clearly.
* Always use **evidence**. Do you know what they call opinion in the absence of evidence? They call it prejudice.
* **Cite** your sources (copy and paste websites where you got photos, info, etc.)