

## Botanical Press Rubric

Standards	Lesson Objectives	Advanced 3 Points	Intermediate 2 Points	Novice 1 Point	Points
<i>ITEE- 8:C &amp; D; 9:C,D &amp; E FAB-DESIGN.1 FAB-MODELING.1&amp;2</i>	<b>Design Thinking</b>	Exercise design thinking to brainstorm, plan, and execute multiple designs that reflect their personal interests or aesthetic preferences. Is able to use this process to develop a final design through iteration.	Exercises design thinking to brainstorm, plan, and execute a design that reflects their personal interests or aesthetic preferences.	Uses some design thinking skills to create a design that reflects their personal interests or aesthetic preferences.	
<i>ITEE - 12: D, E, &amp; F FAB-DESIGN.1 FAB-PROGRAMMING.1 FAB-MODELING.1&amp;2</i>	<b>Using Computer Aided Design Software (CAD)</b>	Follows along with instruction, is able to use tools taught, and anticipate next steps. Creates a design with detailed thought that reflects their personal interests or aesthetic preferences. Is able to learn more tools than those taught and can redesign without assistance.	Follows along with instruction and is able to use tools taught. Creates a design similar to instructors with some thought that reflects their personal interests or aesthetic preferences. Is able to redesign using the same steps taught with little to no assistance.	Completes steps with minimal design thought and needs instructors direct guidance for tool use. Needs assistance with redesign.	
<i>MS-ESS3-3</i>	<b>Understanding Botanical Preservation</b>	Understands and can explain the scientific basis (empirical data or other scientific findings, conclusions, or assumptions used as the justification for a rule, regulatory guidance, or a regulatory tool) and historical context of botanical preservation. Can further discuss these topics and ideas past what was learned in the lesson.	Understands and can explain most of the scientific basis (empirical data or other scientific findings, conclusions, or assumptions used as the justification for a rule, regulatory guidance, or a regulatory tool) and historical context of botanical preservation. Can communicate topics and ideas learned in the lesson.	Has rudimentary understanding of the scientific basis and minimal historical context of botanical preservation. Can communicate some of the discussion that was had in the lesson.	
<i>HS-LS2-7</i>	<b>Ecological Concepts</b>	Understands and can explain the importance of invasive versus native species. Is able to identify different species and can lead a discussion on what to do about this issue. Is able to explain ecological concepts further than those taught. Demonstrates a good understanding of plants' roles in our ecosystem and their significance to environmental science and our food chain.	Understands and can explain the importance of invasive versus native species. Is able to explain ecological concepts taught. Demonstrates an understanding of plants' roles in our ecosystem and their significance to environmental science and our food chain.	Is able to identify the difference of invasive versus native species. Is able to explain some ecological concepts taught. Demonstrates somewhat of an understanding of plants' roles in our ecosystem and their significance to environmental science and our food chain.	
<i>3-5-ETS1-1</i>	<b>Communication</b>	Can communicate how their design was developed with artistic intention and how their design affects the process of plant preservation. Is able to communicate all constraints on their press and excels at identifying problem solving solutions. Will describe historical impacts of plant preservation and how it impacted their design.	Can communicate how their design was developed with artistic intention and how their design affects the process of plant preservation. Is able to communicate a few constraints on their press and identifies some problem solving solutions. May describe historical impacts of plant preservation and how it impacted their design.	Can communicate how their design was developed with artistic intention and/or how their design affects the process of plant preservation. Is able to communicate one constraint on their press but cannot identify problem solving solutions. Attempts to describe historical impacts of plant preservation and how it impacted their design.	
<b>Point System Key:</b>		<b>11 - 15 Points</b>	<b>6 - 10 Points</b>	<b>1 - 5 Points</b>	<b>Total:</b>