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| Salt Dough Map Rubric | | | |
|  | 3 | 2 | 1 |
| **Students will be able to demonstrate the proper placement of landforms & waterways in regards to the climate.** | All landforms and waterways are correctly used. | Demonstrates proper placement of at least half of the landforms and waterways. | Less than half of the landforms and waterways are properly placed. |
| **Students will be able to describe what factors affect climate in 1- 1 ½ paragraphs.** | Clearly describes what 4 factors affect climate. | Partially describes the affecting factors. | Does not adequately describe what factors affects the climates. |
| **Students will be able to create salt dough maps with proper placement of climates.** | Climates properly placed on salt dough map. Student illustrates how boarding climates affect each other. | Climates mostly properly placed on salt dough map. Student somewhat shows how boarding climates affect each other. | Climates are not properly placed on the salt dough map. Boarders not clearly defined -student doesn’t show how one climate shifts into the next. |
| **Usability** | Legend is clearly understood and useable. Landforms are clearly identifiable. | Legend is mostly understood and somewhat useable. Landforms are somewhat recognizable. | Legend doesn’t make sense and can’t be used for salt dough map. Landforms are indistinguishable. |
| **Team Collaboration** | Student was thoroughly engaged in the planning and development of the continent. Worked well with the team. Equal Collaboration. | Student was mostly engaged in the planning and development of the continent. Worked fairly well with the team. Obviously contributed less than other team members. | Student didn’t contribute to the planning/development of the continent. Refused to work with the team.  OR  Student overly contributed to the team -Ran the show (dictator). |
| **Score:** |  |  |  |