

CAN WE MAKE NEW ZEALAND PEST FREE? Pre and post – unit marking rubric

Year 3 and 4 Level 3 Science/Technology	0	1	2	3	4	5	Example
Question 1	No attempt at answer	Lists common birds and plants found locally.	Give <b>one</b> example of <b>either endemic</b> flora <b>OR</b> fauna	Gives an example of <b>BOTH endemic</b> flora and fauna. May have some misplaced animals.	Lists uncommon <b>endemic</b> fauna or flora found in NZ	Give <b>several</b> examples of <b>BOTH</b> flora and fauna <b>All endemic</b> and across different species.	“Kiwi Tui Kaka”  2
Question 2	No attempt at answer	<b>One word example</b> not specifically relevant	<b>One word example</b> that is <b>relevant</b>	<b>Elaboration</b> on <b>one</b> example.	Clear link to <b>biodiversity</b>  Elaboration and comment on <b>implementation</b> of solution.	<b>Comprehensive</b> course of action with a <b>main focus</b> or goal of <b>improving biodiversity</b> .	“guns” 1 “traps” 2 “Traps to catch stoats” 3
Question 3	No attempt at answer	<b>One word example</b> not specifically relevant	One word example that is <b>relevant</b>	<b>Elaboration</b> on <b>one</b> example. (but different to Question3)	Clear link to <b>biodiversity</b>  Elaboration and comment on <b>implementation</b> of solution (but different to Question3)	<b>Comprehensive</b> course of action with a <b>main focus</b> or goal of <b>improving biodiversity</b> . (but different to Question3)	“ A fence that goes all the way around Wellington”  3
Question 4	No attempt at answer	<b>One</b> answer with <b>no</b> explanation	<b>One</b> answer with <b>simple</b> explanation.	<b>One</b> answer with <b>sound reasoning</b> behind decision.	Very specific answer with <b>some attempt at facts</b> .	Very specific example with <b>facts AND sound reasoning</b> behind their selection	“Takahe because there is less than 300 left” 4
Question 5	No attempt at answer	<b>One</b> answer with <b>no</b> explanation	<b>One</b> answer with <b>simple</b> explanation.	<b>One</b> answer with <b>sound reasoning</b> behind decision, linked to species mentioned in Question 4.	Very specific answer with <b>some attempt at facts</b> .	Very specific example with <b>facts AND sound reasoning</b> behind their selection	“ The ship rat is the most problematic pest in NZ due to its diet of eggs and ability to climb” 5



CAN WE MAKE NEW ZEALAND PEST FREE? Pre and post – unit marking rubric

Question 6	No attempt at answer	<b>Simple one</b> word answer	<b>More than one way to stop</b> the pest from Question 5	Has <b>several</b> answers that have a <b>small amount</b> of reasoning	<b>One or more</b> solution has <b>sound</b> reasoning but may be <b>lacking specific detail</b> .	<b>Several comprehensive suggestions</b> that seem <b>logical</b> and based on <b>fact</b>	“Poison Trap”  2
Question 7	No attempt at answer	Names <b>one</b> specific pest	Gives a <b>simple definition</b> of a <b>pest</b>  Lists <b>several animal</b> pests.	Has extended their answer beyond single word/phrase answers. Gives a <b>reason</b> for the classification  Has included <b>plant</b> examples <b>in addition</b> to animal	Has a <b>definition</b> that includes <b>BOTH</b> animal and plant pests.  Has included <b>specific</b> plant <b>AND</b> animal pests examples	Gives a <b>comprehensive definition specific to the NZ environment</b>  Has listed various pests that cover all aspects of the NZ environment	“Pests are introduced things that attack New Zealand wildlife” 3 “Old man’s beard Stoat Goat Hedgehog Perch” 5
Question 8	No attempt at answer	Names <b>one</b> method	Names <b>two or more</b> methods	Gives methods <b>AND</b> brief definition of each	Lists several examples ranging across <b>different technologies</b> .	Lists several examples ranging across <b>different technologies</b> . <b>AND</b> Explains <b>purpose of each</b> with regard to identification and tracking / data gathering	“Nature Watch Tracking Tunnels Pitfall trapping” 4

