

“A Field Guide For Student Identification” Rubric

- You will be creating a poster-sized dichotomous guide to be used to identify the five students of whom you have been given pictures.
- Write out your dichotomous guide on notebook paper before you begin creating your poster.
- Use easily identifiable physical characteristics of the students to create your couplets.
- When you have created your guide and checked to make sure it works, begin creating your poster.
- All five pictures must be on the poster. They should be labeled with A, B, C, D, and E. The dichotomous guide you write must appear on the poster, too.
- When you are finished, other students will be using your guide, so make it as clear and easy to read as possible.
- Follow classroom guidelines for working in groups. You will be self-evaluating your performance as a group member.

3	2	1
<ul style="list-style-type: none"> • Students’ dichotomous guide is created using the model and includes numbered couplets and numbers to indicate which couplet to go to next. 	<ul style="list-style-type: none"> • The guide is close to the model, but may not have correctly numbered couplets and numbers or numbers to indicate which couplet to go to next. 	<ul style="list-style-type: none"> • The guide does not follow the provided model. Couplets are not clear.
<ul style="list-style-type: none"> • Students chose clearly identifiable physical characteristics to create the couplets. 	<ul style="list-style-type: none"> • Characteristics chosen may be ambiguous or not easily identifiable. 	<ul style="list-style-type: none"> • Not all chosen characteristics are based on physical traits.
<ul style="list-style-type: none"> • Other students were easily able to use the Field Guide to identify all five pictured students. 	<ul style="list-style-type: none"> • One pictured student is not identifiable using the created guide. 	<ul style="list-style-type: none"> • More than one pictured student is not identifiable using the created guide.

Self-Assessment of Group Functioning

	Good	Average	Needs Improvement
I was ready to work with my group.			
I finished my work on time and I did it well.			
I was helpful to my group.			
I encouraged others in my group.			
I listened to other students' ideas.			
I was polite to others in my group.			