

**National Tree Day**  
**Life is better with Trees: Schools competition**

**Judging Rubric**

<b>Assessment Rubric</b>	<b>Grade</b>
<ul style="list-style-type: none"> <li>• Students draw carefully on a wide range of resources to help build deep knowledge. Such resources could include horticultural specialists, the internet &amp; other multimedia sources.</li> <li>• Students focus on complex concepts &amp; ideas in oral, written, symbolic or performance modes. Students significantly demonstrate their understanding through exploring relations, solving problems, constructing explanations &amp; drawing conclusions.</li> <li>• Students are able to relate the information they have into an overall purpose through analysing, comparing, contrasting or distinguishing content for their audience.</li> <li>• Students use clear communication for complex ideas, concepts or arguments.</li> </ul>	Outstanding
<ul style="list-style-type: none"> <li>• Students draw carefully on a range of resources to help build some deep knowledge. Such resources could include horticultural specialists, the internet &amp; other multimedia sources.</li> <li>• Students focus on concepts &amp; ideas in oral, written, symbolic or performance modes. Students substantially demonstrate their understanding through exploring relations, solving problems, constructing explanations &amp; drawing conclusions.</li> <li>• Students are able to link the information they have into an overall purpose through analysing, comparing, contrasting or distinguishing content for their audience.</li> <li>• Students communicate ideas, concepts or arguments.</li> </ul>	High
<ul style="list-style-type: none"> <li>• Students draw on resources to help build some deep knowledge. Such resources could include horticultural specialists, the internet &amp; other multimedia sources.</li> <li>• Students focus on concepts &amp; ideas in oral, written, symbolic or performance modes. Students demonstrate their understanding through exploring relations, solving problems, constructing explanations or drawing conclusions.</li> <li>• Students are able to link the information they have into an overall purpose through analysing, comparing, contrasting or distinguishing content for their audience.</li> <li>• Students communicate ideas, concepts or arguments.</li> </ul>	Sound
<ul style="list-style-type: none"> <li>• Students draw on resources to help build some knowledge. Such resources could include horticultural specialists, the internet &amp; other multimedia sources.</li> <li>• Students focus on some concepts or ideas in oral, written, symbolic or performance modes. Students demonstrate their understanding.</li> <li>• Students are able to link the information they have into an overall purpose.</li> <li>• Students communicate some ideas, concepts or arguments.</li> </ul>	Basic
<ul style="list-style-type: none"> <li>• Students use resources to gain knowledge. Such resources could include zoo staff, the internet &amp; other multimedia sources.</li> <li>• Students use limited concepts or ideas in oral, written, symbolic or performance modes. Students demonstrate only limited understanding.</li> <li>• Students communicate some ideas, concepts or arguments.</li> </ul>	Limited