Rubric: Biological collections

	4 Exemplary	3 Good	2 Fair	1 Poor
Time management	Allotted enough time to choose sites, press and dry plants, carefully identify specimens and mount specimens and labels	Time management deficient in one of the following: (a)collected frantically at only one site, or had to hand in (b) insufficiently dried specimens, (c) some specimens without labels or with (d) inaccurate or incomplete data, or (e) specimens for which mounting was incomplete	Time management deficient in two or more of the following: (a)collected frantically at only one site, or had to hand in (b) insufficiently dried specimens, (c) some specimens without labels or with (d) inaccurate or incomplete data, or (e) specimens for which mounting was incomplete	Project was slapped together haphazardly and at the last possible moment
Presentation	Great care was obvious in (a) overall presentation of collection; (b) careful arrangement of specimens in press to produce professional-looking mounts; (c) data on labels that was legible and neat; (d) plants and labels that were placed in proper locations on herbarium sheet and mounted securely; (e)herbarium sheets that were not bent or torn	Presentation deficient in one of the following: (a) overall presentation of collection; (b) careful arrangement of specimens in press to produce professional-looking mounts; (c) data on labels that was legible and neat; (d) plants and labels that were placed in proper locations on herbarium sheet and mounted securely; (e)herbarium sheets that were not bent or torn	Presentation deficient in two or more of the following: (a) overall presentation of collection; (b) careful arrangement of specimens in press to produce professional-looking mounts; (c) data on labels that was legible and neat; (d) plants and labels that were placed in proper locations on herbarium sheet and mounted securely; (e)herbarium sheets that were not bent or torn	Project looks unprofessional and sloppy
Scientific value of collection	Collection includes high quality data that will be of utility to future researchers. Judgment based on: (a) preservation of critical representative characters on specimen (flowers, fruits, stems, leaves, roots), (b) accuracy of specimen identification, (c) accuracy and thoroughness of other specimen data (correct date, site characteristics and associated species, location information, etc.)	Collection includes good data that will be of utility to future researchers. Judgment based on: (a) preservation of critical representative characters on specimen (flowers, fruits, stems, leaves, roots), (b) accuracy of specimen identification, (c) accuracy and thoroughness of other specimen data (correct date, site characteristics and associated species, location information, etc.)	Collection includes very limited scientifically useful data. Judgment based on: (a) preservation of critical representative characters on specimen (flowers, fruits, stems, leaves, roots), (b) accuracy of specimen identification, (c) accuracy and thoroughness of other specimen data (correct date, site characteristics and associated species, location information, etc.)	Specimen so incomplete or of such poor quality or specimen label so vague as to be of little or no use to the scientific community
Use of plant identification resources	Consulted appropriate resources to properly identify specimens in collection. Identified (a) at least one specimen using a dichotomous key in a regional flora, (b) consulted regional flora for final confirmation on identifications made using field guides, and if (c) seeking help from instructor, was able to ask informed questions that revealed a significant independent effort was made in advance to identify specimen using some combination of field guides, flora(s) and/or other resources	Consulted mostly appropriate resources to properly identify specimens in collection. Identified (a) at least one specimen using a dichotomous key in a regional flora, but didn't (b) consult regional flora for final confirmation on identifications made using field guides, and/or if (c) seeking help from instructor, asked questions that revealed limited effort was made in advance to identify specimen using some combination of field guides, flora(s) and/or other resources	Consulted few appropriate resources to properly identify specimens in collection. Identified (a) did not consult dichotomous key in a regional flora for identification of any specimens and didn't (b) consult regional flora for final confirmation on identifications made using field guides, and (c) asked instructor to supply unacceptable number of identifications	Used instructor as primary (or only?) authority for identifying specimens
Digital collections activity	Performed sensible queries to answer the questions posed; went beyond the most obvious links to explore some of the more obscure data and links; answered questions thoughtfully and creatively	Did not find some of the relevant data due to ineffective searches or ineffective use of search results; although most questions were accurately answered some answers were composed quickly and with limited thought or creativity	Failed to find many of the answers due to incorrect searches or sloppy processing of retrieved records; several answers vague, reflecting little or no critical thought or unintelligible	Failed to find most of the answers due to incorrect searches or sloppy processing of retrieved records; most answers vague or unintelligible, reflecting very little effort or critical thinking