

Project Rubric: “Swirl by Swirl”

Students will choose one specimen that was collected or provided for observation (there should be many options available of each type of pattern). They will determine if it has a repeating or growing pattern and the purpose it serves – is it for protection, an adaptation, spatial organization, or power (ex. tornado). Students will design and illustrate a drawing of the specimen in the style of the illustrator Beth Krommes.

	Proficient 10 pts.	Emerging 5 pts.
Specimen	The student successfully identified a specimen from outside the classroom with a repeating or growing pattern.	The student was unable to identify a specimen from outside of the classroom but did find one within the classroom.
Pattern Identification	The student successfully identified whether the pattern was repeating or growing.	The student is still working to distinguish the difference between repeating and growing patterns.
Purpose of Pattern	The student successfully identified the purpose of the pattern as being used for protection, an adaptation, spatial organization, or power.	The student is still working to determine the purpose of the pattern as being used for protection, an adaptation, spatial organization, or power.
Creativity	The student designed and illustrated their own work in the style of the illustrator Beth Krommes. They were able to use one of her techniques such as cross hatching.	The student designed and illustrated their own work based on their specimen but may need more practice with stylistic elements.

Score: ___/40 pts.