

CATEGORY	Exemplary	Satisfactory	Unsatisfactory	Unacceptable
Lead Paragraph (10 Points)	10 points	8 points	5 points	2 points
	Student provides a clear, logical overview of the disruption of the carbon cycle, disruption of the hydro (water) cycle, and the reduction of species diversity.	Student provides a mostly clear, logical overview of the disruption of the carbon cycle, disruption of the hydro (water) cycle, and the reduction of species diversity.	Student provides a weak or unclear overview of the disruption of the carbon cycle, disruption of the hydro (water) cycle, and the reduction of species diversity.	Student provides a poor overview of the disruption of the carbon cycle, disruption of the hydro (water) cycle, and the reduction of species diversity.
Paragraph 2 - How Deforestation Disrupts the Carbon Cycle (20 Points)	20 points	15 points	10 points	5 points
	Student provides a clear, logical description of how deforestation disrupts the carbon cycle.	Student provides a mostly clear, logical description of how deforestation disrupts the carbon cycle.	Student provides a weak or unclear description of how deforestation disrupts the carbon cycle.	Student provides a poor description of how deforestation disrupts the carbon cycle.
Paragraph 3 - How Deforestation Disrupts the Hydro (Water) Cycle (20 Points)	20 points	15 points	10 points	5 points
	Student provides a clear, logical description of how deforestation disrupts the hydro (water) cycle.	Student provides a mostly clear, logical description of how deforestation disrupts the hydro (water) cycle.	Student provides a weak or unclear description of how deforestation disrupts the hydro (water) cycle.	Student provides a poor description of how deforestation disrupts the hydro (water) cycle.
Paragraph 4 - How Deforestation is Related to Declining Species Diversity (20 Points)	20 points	15 points	10 points	5 points
	Student provides a clear, logical description of how deforestation is related to declining species diversity.	Student provides a mostly clear, logical description of how deforestation is related to declining species diversity.	Student provides a weak or unclear description of how deforestation is related to declining species diversity.	Student provides a poor description of how deforestation is related to declining species diversity.
Paragraph 5 - Conclusion (10 Points)	10 points	8 points	5 points	2 points
	Student provides a clear, logical explanation of how he/she feels about the three (3) effects of deforestation and what could be done about it.	Student provides a mostly clear, logical explanation of how he/she feels about the three (3) effects of deforestation and what could be done about it.	Student provides a weak or unclear explanation of how he/she feels about the three (3) effects of deforestation and what could be done about it.	Student provides a poor explanation of how he/she feels about the three (3) effects of deforestation and what could be done about it.
Mechanics (10 Points)	10 points	8 points	5 points	2 points
	Student makes no errors in grammar or spelling that distract the reader from the content.	Student makes 1-2 errors in grammar or spelling that distract the reader from the content.	Student makes 3-4 errors in grammar or spelling that distract the reader from the content.	Student makes more than 4 errors in grammar or spelling that distract the reader from the content.
Format (10 Points)	10 points	8 points	5 points	2 points
	The paper is written in proper format. All sources used for quotes and facts are credible and cited correctly.	The paper is written in proper format with only 1-2 errors. All sources used for quotes and facts are credible and most are cited correctly.	The paper is written in proper format with only 3-5 errors. Most sources used for quotes and facts are credible and cited correctly.	The paper is not written in proper format. Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.