



# Group Datasheet: Quadrat Area Study

|   |       |                  |                      |      |
|---|-------|------------------|----------------------|------|
| <b>Names:</b>                                       |       |                  |                      |      |
| <b>Date:</b>  |       |                  |                      |      |
| <b>Time:</b>  |       |                  |                      |      |
| <b>Class:</b>                                       |       |                  |                      |      |
| <b>Study Area Location:<br/>(Address, lat/long)</b> |       |                  |                      |      |
| <b>Air Temperature:</b>                             |       |                  |                      |      |
| <b>Current Weather:</b>                             | CLEAR | SCATTERED CLOUDS | COMPLETE CLOUD COVER | RAIN |
| <b>Wind:</b>  | CLEAR | GUSTY            | BREEZY               |      |

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**Draw** a bird's-eye view of the area around your 10m x 10m sampling location. Think about things that won't move like buildings, paths, roads, big trees, and hills. This is important in the field to remember your location and what was nearby.

Quadrat Area Study

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| In the field                    |  |                           |                      | In the classroom   |                       |                 |                      |
|---------------------------------|--|---------------------------|----------------------|--------------------|-----------------------|-----------------|----------------------|
| Bird's eye view of your quadrat | Species Name<br>(Common name of plant) |                           | Species<br>Abundance | Spatial<br>Pattern | Relative<br>Abundance | Density         | Invasive<br>Species? |
|                                 | 1                                      |                           |                      | C / U / R          | %                     | /m <sup>2</sup> | Yes / No             |
|                                 | 2                                      |                           |                      | C / U / R          | %                     | /m <sup>2</sup> | Yes / No             |
|                                 | 3                                      |                           |                      | C / U / R          | %                     | /m <sup>2</sup> | Yes / No             |
|                                 | 4                                      |                           |                      | C / U / R          | %                     | /m <sup>2</sup> | Yes / No             |
|                                 | 5                                      |                           |                      | C / U / R          | %                     | /m <sup>2</sup> | Yes / No             |
|                                 | 6                                      |                           |                      | C / U / R          | %                     | /m <sup>2</sup> | Yes / No             |
|                                 | 7                                      |                           |                      | C / U / R          | %                     | /m <sup>2</sup> | Yes / No             |
|                                 | 8                                      |                           |                      | C / U / R          | %                     | /m <sup>2</sup> | Yes / No             |
| <b>Total:</b>                   |  | <b>(Species Richness)</b> |                      |                    |                       |                 |                      |