**Measuring Water Resources: Unit 4—Example Assessment Rubric For Report**

Scoring: example is based on a 100-point total

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Exemplary (9–10) | Good (8) | Basic (6–7) | Poor (4–5) | Nonperformance (<4) | Score |
| Content (70pts) |  |  |  |  |  |  |
| Executive Summary | Concise but highly understandable overview of the entire report including statement of investigation question, methods/data, overview of findings, and resulting recommendation. |  | Contains most elements of the report in brief but less compelling or clearly written. |  | No summary or one that does not effectively overview the report. |  |
| Introduction | Concise but thorough introduction to the significance of the analysis and justification for methods employed. |  | General overview of report purpose and methods. |  | Little or no introduction provided. |  |
| Selection of resources to be used | Details of the reason for the selection of various sections of the Unit 4 organization are provided along with the resolution and expected outcome. Reasons for resources not used is also given. |  | Reasons are given for some of the resources selected with little of no comments on quality and expected resolution. |  | Data from resources are used but no discussion is provided as to why particular resources were used. |  |
| Data | Presentation of the appropriate data sets from each of the resources/sections selected with comments on techniques used and assumptions required. |  | Collection of the appropriate data sets with limited explanations of documentation. |  | Data is only qualitative in the form of narratives about methods used and general impressions. |  |
| Data Analysis and Discussion | Discussions of the analytical tools used to process and evaluate the data including comments on the quality of the data, a formal error analysis, comments about ranges and trends, and most robust and least reliable data. |  | Basic analysis of data with minimal error analysis and no comments about ranges or trends. Formal, but minimal discussion of the results and implementation of hazard assessment and mitigation. |  | Presentation of data only with no analysis. |  |
| Conclusions | Comprehensive summary of cogent discussion points with implications. |  | Formal discussion of results with no inclusion of implications. |  | No formal statement, with minor comments scattered in discussion. |  |
| Societal Recommendations | Thorough discussion of the results and implementation of water resource assessment and mitigation including feasibility. |  | Simple, organized comments on hazard minimization actions. |  |  |  |

(Continued on next page)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Exemplary (5) | Good (4) | Basic (3) | Poor (2) | Nonperformance (1) | Score |
| Format  (20 pts) |  |  |  |  |  |  |
| Organization of Data | Data is organized and presented in a fashion that is logical and follows the format of the types of resources used in a systematic fashion and is also easy to examine. |  | Data is organized and presented in a fashion that is easy to examine the data. |  | Data from resources not organized in any fashion. |  |
| Presentation of Data | Well-organized tables and plots of data with examples of all calculations. Clear use of legends and highlighting of key features. |  | Organized tables with simple plots. |  | Scattered and unorganized data sets with unedited plots of data. |  |
| Organization of Report | Follows standard scientific journal format with clearly defined transitions.  Includes proper and thorough citations. |  | Follows standard scientific journal article format. Includes citations. |  | No formal statement of problem or approach, nor any conclusions formally presented. Few or no citations. |  |
| Grammar and Spelling | Well-crafted sentences and paragraphs. Excellent grammar and no spelling errors. |  | Complete sentences, minimum number of grammatical errors and spelling mistakes. |  | Incomplete sentences, numerous misspellings, and poor grammar. |  |