Assessment Rubric for Unit 6

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| **Criteria** | **0** | **1**  **Needs improvement** | **2**  **Adequate** | **3**  **Quality** | **4**  **Exemplary** | Score |
| **Question #1** | None | Restates the scenario with its water resource problem. Uses no examples on the connection of use, the importance, and conservation of users to the health of the Ogallala Aquifer. | Recommends only one strategy but ties it to the hydrologic cycle and Ogallala Aquifer.  Uses only one example on the connection of use, the importance, and conservation of users to the health of the Ogallala Aquifer levels. | Identifies only two reasons on the importance of the Ogallala to the US in terms of agriculture and a natural resource. Uses few examples on the connection of use, the importance, and conservation of users to the health of the Ogallala Aquifer. | Identifies more than two reasons on the importance of the Ogallala to the US in terms of agriculture and a natural resource. Clearly shows how the aquifer is connected to the hydrological cycle and the community that lies above it as well as discusses how this connection can be affected utilizing data obtained online or in class. Uses several examples on the connection of use, the importance, and conservation of users to the health of the Ogallala Aquifer |  |
| **Question #2** | None or unable to correctly identify more than one of the three areas of the question. | Student identifies two out of the following three: a commonality, a strategy to resolve each case, and the role scientific research can play to resolve each situation. | Student identifies at least one commonality, one strategy, and the scientific role research can play to resolve each situation. | Student identifies two commonalities, two strategies to resolve each case, and the role scientific research can play to resolve each situation. | Student identifies more than two commonalities, more than two strategies to resolve each case, and the role scientific research can play to resolve each situation. |  |
| **Language** | None, incomprehensible | Language errors are a major obstacle for comprehending the student’s writing OR language production is minimal. | Student is able to communicate ideas with some errors and language gaps. | Student is able to express ideas clearly and/or with detail with some errors and language gaps. | Student is able to express ideas clearly and/or with detail using specialized vocabulary from the unit. Writing shows few errors. |  |