

# F: Assessment Tool -

## Story of Water Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Exceeds Standard (20)	Meets Standard (15)	Nearly Meets Standard (10)	Below Standard (5)	S A	P A	T A
<b>Format:</b>	Student uses Edpuzzle and creates a story about water in Shelburne. Student embeds four questions as a check for understanding.	Student uses Edpuzzle and creates a story about water in Shelburne. Student embeds three questions as a check for understanding.	Student uses Edpuzzle and creates a story about water in Shelburne. Student embeds two questions as a check for understanding.	Student uses Edpuzzle and creates a story about water in Shelburne. Student embeds one question as a check for understanding.			
<b>Content:</b>	<p>Student demonstrates an understanding of how biotic and abiotic factors help tell the story of water in Shelburne.</p> <p>Student includes evidence of water and its interaction with all of the following components: Sun, Humans, Animals, Rocks, Sediment, Microorganisms, Plants, Waste, Nutrients &amp; Minerals.</p> <p>Student correctly uses scientific vocabulary from their word study and incorporates 10 vocabulary words.</p>	<p>Student demonstrates an understanding of how biotic and abiotic factors help tell the story of water in Shelburne.</p> <p>Student includes evidence of water and its interaction with 8 of the following components: Sun, Humans, Animals, Rocks, Sediment, Microorganisms, Plants, Waste, Nutrients &amp; Minerals.</p> <p>Student correctly uses scientific vocabulary from their word study and incorporates 8 vocabulary words.</p>	<p>Student demonstrates an understanding of how biotic and abiotic factors help tell the story of water in Shelburne.</p> <p>Student includes evidence of water and its interaction with 6 of the following components: Sun, Humans, Animals, Rocks, Sediment, Microorganisms, Plants, Waste, Nutrients &amp; Minerals.</p> <p>Student correctly uses scientific vocabulary from their word study and incorporates 6 vocabulary words.</p>	<p>Student demonstrates an understanding of how biotic and abiotic factors help tell the story of water in Shelburne.</p> <p>Student includes evidence of water and its interaction with 4 of the following components: Sun, Humans, Animals, Rocks, Sediment, Microorganisms, Plants, Waste, Nutrients &amp; Minerals.</p> <p>Student correctly uses scientific vocabulary from their word study and incorporates 4 vocabulary words.</p>			
<b>Connections:</b>	Student makes connections in their video to our site visits to McCabe's brook, Laplatte river, Shelburne Farms, the waste water treatment plant and their own experiences.	Student relates their video back to two of the five experiences that enhanced our understanding of the phosphorous cycle.	Student relates their video back to one of the five experiences that enhanced our understanding of the phosphorous cycle.	Student does not make connections between their learning and experiences.			
<b>Utilizes Work Periods:</b>	Student remains focused, works productively with minimal distractions, and is helpful to peers.	Student remains focused, works productively with minimal distractions.	Student remains semi-focused, works productively and has a few reminders to stay on task.	Student demonstrated difficulty focusing on their work.			
<b>Timelines</b>	Project is completed by Monday June 8th with time to assess and review.	Project is completed by Wednesday, June 10th In time for the presentation.	Project is completed after class on Wednesday, June 10th.	Project is completed after class on Wednesday, June 10th and is not presented to the team.			