

Rubrics

Level 4

- Student can accurately describe the water cycle, including more than seven places where water is located; list at least six processes that move water from one location to the next, and name three states of water.
- Student understands how a watershed functions, can define point versus non-point source pollution, and can list five ways humans can reduce watershed pollution.
- Students realizes that we have the same need for water use as early Americans and can list at least five water uses as well as several ways to conserve our water use.

Level 3

- Student can accurately describe the water cycle, including at least five places where water is located; list at least four processes that move water from one location to the next, and name three states of water.
- Student understands a little about watershed functions, can define point versus non-point source pollution, and can list three ways humans can reduce watershed pollution.
- Students realizes that we have the same need for water use as early Americans and can list at least three water uses as well as a few ways to conserve our water use.

Level 2

- Student can not accurately describe the water cycle but can list three places where water is located, can describe one or two of the processes that move water from one location to another, and can name two state of water.
- Student has trouble understanding watershed functions, can mention point and non-point source pollution but has difficulty understanding the difference, and can list only a few ways humans can reduce watershed pollution.
- Students realizes that we have the same need for water use as early Americans and can list at least three water uses but is unsure about water conservation.

Level 1

- Student knowledge of the water cycle is minimal with student not understanding the relationship between where water is located and how it moves from one location to the next.
- Student does not understand the concept of a watershed, cannot define point versus non-point source pollution, and can not think of any way to reduce watershed pollution.
- Students realizes that we have the same need for water use as early Americans and can list at least three water uses but is unsure about water conservation.