

# Urban Watershed - Wastewater (HS Day 1 of 2-Day Option)

# Phinizy Center for Water Sciences

## Rubrics

### Level 4

- Student can accurately define the term “wastewater” and give more than five examples of what contributes to city wastewater.
- Student can describe the processes of preliminary treatment, primary treatment, and secondary treatment at Augusta’s wastewater treatment plant.
- Student understands that there are both harmful and beneficial bacteria and understand the role of bacteria in wastewater treatment as well as the need to treat for pathogens.
- Student understands the significance of the Clean Water Act in setting standards for discharge to our rivers and the importance of a healthy watershed.

### Level 3

- Student can define the term “wastewater” and give more than three examples of what contributes to city wastewater.
- Student can describe most of the processes of preliminary treatment, primary treatment, and secondary treatment at Augusta’s wastewater treatment plant.
- Student understands that there are both harmful and beneficial bacteria and the need to treat for pathogens, but are unsure of the role of bacteria in wastewater treatment.
- Student understands the importance of a healthy watershed but do not realize the significance of the Clean Water.

### Level 2

- Student has a minimal understanding of the term “wastewater” and can only give one or two examples of what contributes to city wastewater.
- Student can describe some of the processes that occur during preliminary treatment, primary treatment, and secondary treatment at Augusta’s wastewater treatment plant, but they may be inaccurate in what they remember.
- Student understands what bacteria are but not that there are both harmful and beneficial bacteria.
- Student understands the importance of a healthy watershed but do not realize the significance of the Clean Water.

### Level 1

- Student has an inaccurate definition of the term “wastewater” and can only give one or two examples of what contributes to city wastewater.
- Student has no knowledge of the processes that occur during preliminary treatment, primary treatment, and secondary treatment at Augusta’s wastewater treatment plant.
- Student understands what bacteria are but not that there are both harmful and beneficial bacteria.
- Student does not understand the importance of a healthy watershed or the significance of the Clean Water Act.