Environmental Monitoring Project
Presentation Grading Rubric

Student Name(s) _____
Date _____

Category	Not at Standard	Approaching Standard	Standard	Exceeds Standard
Explanation	With teacher prompting, attempts to explain what the circuit measures and how it works.	Explains what the circuit measures and how it works with a few factual errors or teacher corrections. States what environmental factor the measurements relate to. Attempts to demonstrate to the class how to use the device.	Explains clearly and correctly what the circuit measures and how the circuit works. States how increases/decreases (or on/off if the circuit is binary) in the measurement relate to changes in the environment. Demonstrates to the class how to use the device.	Explains clearly and correctly what the circuit measures and how the circuit works. Explains how increases/decreases (or on/off if the circuit is binary) in the measurement relate to changes in the environment. Demonstrates to the class how to use the device. Explains where and how the device could be set up in the real world.
Answering Questions	Requires prompting or assistance to correctly answer teacher/peer questions about the device.	Some of the time answers teacher/peer questions about the device correctly.	Most of the time answers teacher/peer questions about the device correctly and clearly.	Always answers teacher/peer questions about the device correctly and clearly.
Execution*	Attempted to build a working device but did not collect any data.	Built a working device, but device does not transport well and/or falls apart easily. Collected some quantitative data but data is unrepeatable and/or incomplete.	Built a working, reasonably sturdy device. Collected a complete set of quantitative data, which is largely repeatable.	Built a working, very sturdy device. Collected a complete set of quantitative data including, if applicable, calibration curve. Measurements are repeatable.
Reflection	With teacher prompting, explains how the device relates to the environment.	Gives some general ideas of how the measurements could be acted upon to either decrease negative impact on the environment or increase positive impact.	States clearly how the device's measurements could be acted upon to either decrease negative impact on the environment or increase positive impact. Provides a few general suggestions for how the device could be improved if materials were available.	States clearly how the device's measurements could be acted upon to either decrease negative impact on the environment or increase positive impact. Provides a clear plan for how the device could be improved if materials were available.
Oral Presentation	Teacher prompting is needed to keep presentation organized and flowing. Presentation includes no visual. Speaker(s) rarely make eye contact. Speaker(s) rarely seem enthusiastic. Speaker(s) are rarely loud enough to be heard.	Speaker(s) keep information organized and flowing with few teacher prompts. Presentation contains one or no visuals. Speaker(s) sometimes make eye contact. Speaker(s) are sometimes enthusiastic. Speaker(s) are sometimes loud enough to be heard.	Speaker(s) keep information organized and flowing. Presentation contains visuals including graphs of data. Speaker(s) make eye contact most of the time. Speaker(s) are enthusiastic most of the time. Speaker(s) are loud enough to be heard most of the time.	Speaker(s) keep information organized and flowing. Presentation contains visuals including graphs of data. Speaker(s) always make eye contact. Speaker(s) are always enthusiastic. Speaker(s) are always loud enough to be heard.

*Note: It is possible for a device to give unexpected results and still be considered "working," as long as the results can be explained scientifically.