Environmental Monitoring Project
Presentation Grading Rubric

Student Names _____
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; lacks a plan for how the circuit can be used in the real world.	Explains what the circuit measures and how it works with a few factual errors or teacher corrections. Attempts to demonstrate to the class how to use the device. Vague plan for how the circuit could be used in the real world.	Explains clearly and correctly what the circuit measures and how the circuit works. Demonstrates to the class how to use the device. Proposes concrete plan for how circuit could be used in real world, with some ideas about how feedback from the device could help protect the environment.	Explains clearly and correctly what the circuit measures and how the circuit works. Demonstrates to the class how to use the device. Concrete, detailed plan for where and how the device could be set up in the real world, and how feedback from the device could be used to alter human behavior and protect the environment.
Answering Questions	Requires prompting or assistance to correctly answer teacher/peer questions about the device or plan.	Some of the time answers teacher/peer questions about the device and plan correctly.	Most of the time answers teacher/peer questions about the device and plan correctly and clearly.	Always answers teacher/peer questions about the device and plan 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	Makes no mention of how device could be improved.	Mentions vague ideas about how the device could be improved if materials were available.	Provides concrete suggestions for how the device could be improved if materials were available.	Provides concrete suggestions for how the device could be improved if materials were available. States clearly how these improvements would further protect the environment.
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.