

Table 2. Rubric.

Crosscutting Concepts and Content	<i>Expert</i>	<i>Emergent</i>	<i>Novice</i>
Cause and Effect	Student made the connection between the rubber duck story and its cause and effect (transportation of goods can cause garbage in waterways; the effect can be harmful to animals).	Student identified either a cause or an effect of human impact on our waterways. These may or may not be connected to the rubber duck story.	Student did not identify a cause nor an effect related to human impact on waterways.
Stability and Change	Student identified that the length of time an item is in our waterways depends on its rate of decomposition.	Student identified that some items decompose at different rates, but did not make the connection to how this impacts water pollution.	Student did not address decomposition or did so inaccurately.
Human Impact on the Environment	Student identified at least one way identified in the unit that humans impact pollution in the waterways (e.g., improper disposal or purchasing goods produced far away) and suggested a solution.	Student identified one way humans impact pollution in waterways, but did not suggest a solution.	Student did not identify how humans impact pollution in waterways nor suggest a solution.
Archimedes Principle	Student identified that the weight and size of an object determine its ability to float.	Student only identified that either the weight or size of an object determine its ability to float.	Student did not identify either weight or size as a factor in determining its ability to float.