Assessment form.

Criteria	**Points possible**	**Points awarded**
Sightings plotted on map • Does the student plot the sightings in the correct location? (See the Map Key to validate locations)	20	
Legend completed • Does the student include each dolphin on the map legend? • Does the student use a different color symbol for each dolphin?	5	
Conversion factor for cm = km • Does the student correctly measure how many km on the map = 1 cm on the ruler?	5	
Area for utilization areas (final in km^2) • Does the student write out his/her equations? • Is the math correct? Answers are not provided since answers will vary based on the shape that each student chooses to use.	10	
Discussion of utilization areas • Does the student describe the similarities and differences between the utilization areas of the two dolphins?	10	
Discussion of the found area versus MCP • Does the student demonstrate an understanding of the MCP when predicting which area will be larger?	5	
Discussion of spatial relationships • Does the student describe spatial patterns observed (5 pts)? • Does the student demonstrate an understanding of what a spatial relationship is (5 pts)? • Does the student hypothesize about possible reasons for the dolphin locations based on information previously learned in class (10 pts)?	20	
Challenge question • Is the student able to think beyond what was learned in the previous lecture to hypothesize about how the environment would differ throughout the year and how this could affect dolphin distribution?	5	
Presentation of results to class • Is the student able to articulate the results and hypotheses to the class? • Does the student demonstrate an understanding of the work that he or she did?	10	
Behavior while completing activity and ability to work as a group • Did both members of the group contribute equally to the end product? • Did group members work collaboratively and effectively?	10	
Total	**100**	