Aquaponics assessment: Interview questions and grading rubric

Interview (guiding) questions	Full understanding	Partial understanding	Emerging understanding
1. Can you share with us what you have learned about the natural resources that fish and plants need in order to survive?	Student can identify a majority of the resources addressed in class (plants: nutrients, water, CO2, sunlight fish: clean water, nutrients, proper levels of oxygen, nitrates, nitrites, ammonia, proper temperature range, proper pH Student can hypothesize what would happen if these resources are lacking.	Student can identify at least half of the resources addressed in class.	Student makes an attempt at identifying the resources addressed in class.
2. Share with us some of the actions you plan to take to reduce your impact on the natural resources you mentioned in the first question.	Student reflects upon class experiences and communicates the positive impact of those experiences on future actions. Student can predict the consequences of such actions or lack thereof.	Student is able to share some positive future actions but fails to tie them to class activities and/or at least one of the actions is misguided.	Student attempts to share the future impact of class activities on future actions but the actions are misguided and not tied to class activities.
3. Based on what you learned by completing your aquaponics	Student is able to draw upon class experiences to rationalize the call for sustainable	Student is able to share some ideas that substantiate the call for sustainable	Student attempts to explain how class activities substantiate the need to move

experience, explain why you think we need to be moving towards adopting a sustainable form of agriculture?	agricultural practices. Student offers specific examples from class experiences that substantiate her/his claim.	agriculture, but does not tie them to class experiences in order to substantiate her/his claim.	towards adopting a sustainable form of agriculture but is misguided and/or very minimal.