

Sample rubric for oral presentations.

| Criteria | Performance | | |
|-----------------------------|---|---|---|
| | 3 | 2 | 1 |
| Upstream | Students correctly explain what “upstream” means in the poster board and in actual karst topography. | Students correctly explain what “upstream” means in either the poster board or actual karst topography, but not both. | Students partially explain what “upstream” means in either the poster board or actual karst topography, but not both. |
| Downstream | Students correctly explain what “downstream” means in the poster board and in actual karst topography. | Students correctly explain what “downstream” means in either the poster board or actual karst topography, but not both. | Students partially explain what “downstream” means in either the poster board or actual karst topography, but not both. |
| Electric connections | Students identify all the holes that were internally connected. | Students identify most of the holes that were internally connected. | Students identify some of the holes that were internally connected. |
| Connection analogy | Students correctly explain how the internally connected holes relate to actual karst topography conduits. | Students partially explain how the internally connected holes relate to actual karst topography conduits. | Students have an idea of how the internally connected holes relate to actual karst topography conduits, but the explanation is mostly incomplete or inaccurate. |
| Model vs. reality | Students identify three or more differences between identifying internal connections in the electric model and conduit research in actual karst topography. | Students identify two differences between identifying internal connections in the electric model and conduit research in actual karst topography. | Students identify at least one difference between identifying internal connections in the electric model and conduit research in actual karst topography. |