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| Performance Based Rubric | | | |
| **Standards** | **Developing** | **On-Target** | **Mastery** |
| **Science** | **The idea that energy is conserved and energy conversion between trophic levels is demonstrated when questioned directly.** | **The idea that energy is conserved and energy conversion between trophic levels is demonstrated as a team of students lead a discussion of their given problem at the hatchery.** | **The team of students drives home the importance of energy conservation as they use mathematics to demonstrate the conversion of food to body mass in trout.** |
| **Math** | **Basic math skills are used when prompted.** | **Students use mathematics to solve problems when given specific situations relating to our fish hatcheries.** | **Students determine which math skills are needed to solve issues that come up in our fish hatcheries.** |
| **ELA** | **Students use a variety of marginal sources as they explain their team’s problem.** | **Students use some good online sources as evidence but lack the types of sources used today in the fish production science in their explanation.** | **Students use technical writing relevant to the scientific field of fish production in their explanation.** |
| **Social Studies** | **Hydroelectric power is not mentioned in the explanation.** | **Student teams hint at the community impact of hydroelectric power production in the explanation** | **Students consider the deep community impact of hydroelectric power production in the explanation** |
| **Other** |  |  |  |