

**Rubrics for Food Web Section in
Using Inland and Coastal Citizen Science Opportunities to Study Marine Food Webs**
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A. HOLISTIC SCORING RUBRIC: (modified from Brown and Shavelson, 1996 and Demetrikopoulos et al, 2006)

Outstanding Rating=4. Student gives complete descriptions for placement of organism within the web that make logical sense; provides specific named organism; rationale is clearly stated; thinking process is evident; the card is accurately placed within the web.

Good Rating=3. Student gives complete descriptions for placement of organism within the web that make logical sense; provides an organism type rather than a specific named organism; rationale is consistent; shows a thinking process; the card is reasonably placed within the web.

Satisfactory Rating=2. Student gives incomplete or simplistic descriptions for placement of organism within the web; rationale is not consistent; provides an organism type rather than a specific named organism; the card is reasonably placed within the web.

Serious Flaws Rating=1 Student gives descriptions for placement of organism within the web that are not complete or understandable; rationale is not consistent; provides an organism type rather than a specific named organism; gives a lot of wrong answers; the card is not reasonably placed within the web.

No Attempt Rating=0

B. PRESENTATION RUBRIC: (modified from Demetrikopoulos et al, 2006)

Organization	Student presents information in a logical interesting sequence which classmates can follow.
Creativity	Organisms chosen by student are uncommon.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that classmates can hear and understand.

Students receive 0-4 points on each of the above areas.

Brown, J.,H., and Shavelson, R.J. Assessing Hands-On Science: A teachers Guide to Performance Assessment Corwin Press, Thousand Oaks California, 1996.

Demetrikopoulos, M.K., Pecore, J., Rose, J.D., L.G. Fobbs, A.J., Johnson, J.I. and Carruth, L.L., (2006) Build a Brain Project: Students Design and Model the Brain of an Imaginary Animal, Science Scope, 29, 28-31.