

## Reservoir Tour Rubric for Final Assessment

### Objectives:

- Utilize inquiry based and place based skills to design a reservoir tour
- Apply knowledge of a reservoir and its history, surroundings, natural areas, watershed, water source, and consumers to create a tour. Use maps and visuals, including digital maps and visuals, to illustrate the tour.
- Address Multiple learning styles in designing a Reservoir Tour. Develop differentiated instruction for students in special education, for English Language Learners, and for Gifted and Talented students, as appropriate to own classroom situation.

**Assignment:** Teachers will create their own tour of a NYC reservoir of their choice. Their tour will have **core elements** of an H2O Reservoir tour, and may include **optional elements**. Teachers will differentiate the core elements they must include in their lesson plans, and the optional elements they can create themselves or choose from a list of suggestions. Core elements would be included at any grade level.

Core elements (elements that are essential and **must** be included in a reservoir visit for it to be successful at any grade level), are:

1. Observe, experience and walk around and up to the reservoir
2. Understand the relationship of the reservoir to the watershed (including, for example, gravity, elevation)
3. Understand the relationship of the reservoir to where water comes from (upstate) and where it goes to (consumers)
4. Observe natural areas
5. Understand the relationship of natural areas to the reservoir (such as trees, soil, ground cover, and communities of mammals, birds, fish, and insects).

Optional elements may vary by location, teacher preference, subject area, and grade level, and may include hands on experiments with water, gravity, and related subjects.

### Rubric for Tour

Elements	1 point	2 points	3 points
<b>Content</b>	Information presented is not accurate.	Information presented in tour is somewhat accurate, but questions concerning information arose.	Information presented in tour is accurate.
<b>Audience</b>	Tour does not appeal to a wide audience. Information presented targets only one age group or interest. Does not display an understanding of differentiated learning and multiple learning styles	Tour appeals to limited audience range – displays only a couple options of activities or targets a couple age ranges or interests. Displays only a limited understanding of differentiated learning and multiple learning styles.	Tour appeals to a wide audience range – displays multiple options of activities for all ages & interests. Displays an understanding of differentiated learning and multiple learning styles.

<b>Support</b>	A minority of the stops on the tour include additional information to learn more.	A majority of the stops on the tour include additional information to learn more, but not all stops.	All stops on tour include additional information to learn more about history, events, activity, or interest.
<b>Presentation</b>	Tour lacks organization and is not easy to follow; information is dry and boring.	Tour is somewhat organized & understandable; information is not engaging.	Tour is well organized, easy to follow, and engaging.
<b>Sources</b>	Information in the poster guide is not credible or only one credible source is referenced.	Information in the poster guide is credible, but less than four sources referenced.	Information presented is credible. At least four sources referenced.
<b>Technology</b>	Tour does not make use of maps and images found on digital media	Tour makes use of maps and images found on digital media but they are not appropriate	Tour makes use of maps and images found on digital media
<b>Conventions</b>	Tour contains spelling and grammar errors that distract the viewer.	Tour has some spelling and grammar errors, but they do not distract the viewer.	Tour is free of spelling and grammar errors.
<b>Column totals</b>			
<b>Grand total</b>			

Adapted by H2O from: [http://itunesu.bluevalleyk12.org/samr/rubrics/samr\\_r\\_rubric\\_secondary.pdf](http://itunesu.bluevalleyk12.org/samr/rubrics/samr_r_rubric_secondary.pdf)