

**The Nuclear Fuel Cycle
Concept Map Evaluation Rubric**

Student(s): _____

<i>Map Construction</i>	0-9 pts	10-19 pts	20-25 pts
Layout	Unorganized, no coherent use of hierarchy, no connections	Scattered layout of items, minimal hierarchy used, connections non-directional	Clear thought to pattern, more than two levels of hierarchy, connections directional
Graphics	No use of color, no use of geometric shapes, font difficult to read	Minimal color or inconsistent use of color, some geometric shapes used, font legible	Color consistently used to differentiate levels or topics, consistent use of geometric shapes, font clear/may use font to designate levels
Detail	No words/phrases on connections	Less than half of the connecting lines have words or phrases	All connecting lines are clearly labeled.
<i>Map Content</i>	0-9 pts	10-19 pts	20-25 pts
Center idea(s)	No center idea(s) illustrated	Center idea(s) unclear from layout of map	Center idea(s) clearly illustrated
Levels of hierarchy	Only primary and secondary	Multiple levels	Multiple levels with connections across all levels
<i>Presentation Concepts</i>	0-9 pts	10-19 pts	20-25 pts
Evidence of understanding concepts	Concepts are presented in a vague or loose manor with little detail	Concepts are presented that demonstrate a basic understanding of the concepts.	Concepts are presented that demonstrate a deep understanding of the material and connections between concepts.
<i>Presentation Format</i>	0-9 pts	10-19 pts	20-25 pts
Map is presented in a professional and organized manner	Unorganized with evidence of little practice within the group	Group each understands their presentation parts but seem uneducated about other parts of the map and/or presentation	Flawless presentation with the group having lots of interaction with each other.

Ability to answer questions	Little understanding of the material to the point where it is difficult to answer questions.	Students are only able to answer questions directly related to the map and or their areas of expertise but are not able to synthesize information.	Students have a deep understanding of the concepts are able to answer questions that assimilate information.