

Assessment Rubric: Sound and Light Show

<p>Meets the standard of excellence.</p> <p style="font-size: 2em;">5</p>	<ul style="list-style-type: none"> • Four or more physics concepts are appropriately used to produce the sound and light show. • All sounds produced have excellent quality and come from more than one musical instrument or sound maker designed and constructed by the student. • Additional research, beyond basic concepts presented in the chapter, is evident. • Physics concepts are integrated in a creative manner into the show. • The show is entertaining and interesting.
<p>Approaches the standard of excellence.</p> <p style="font-size: 2em;">4</p>	<ul style="list-style-type: none"> • Three physics concepts are appropriately used to produce the sound and light show. • All sounds produced have good quality and come from more than one musical instrument or sound maker designed and constructed by the student. • Physics concepts are integrated in a creative manner into the show. • The show is entertaining.
<p>Meets an acceptable standard.</p> <p style="font-size: 2em;">3</p>	<ul style="list-style-type: none"> • Two physics concepts are appropriately used to produce the sound and light show. • Sounds produced have a reasonable quality and come from a musical instrument or sound maker designed and constructed by the student. • The presentation shows creativity. • The show has some entertainment value.
<p>Below acceptable standard and requires remedial help.</p> <p style="font-size: 2em;">2</p>	<ul style="list-style-type: none"> • One physics concept is used to produce the sound and light show. • An attempt has been made to design and construct a musical instrument. Quality of sound produced is extremely poor. • The presentation lacks creativity. • The show has little entertainment value.
<p>Basic level that requires remedial help or demonstrates a lack of effort.</p> <p style="font-size: 2em;">1</p>	<ul style="list-style-type: none"> • No physics concepts are used in the production of the sound and light show. • No attempt has been made to design and construct a musical instrument. • The presentation lacks creativity. • The show has no entertainment value.

Assessment Rubric: Written Report

<p>Meets the standard of excellence.</p> <p style="font-size: 2em;">5</p>	<ul style="list-style-type: none"> • Four physics concepts are named and clearly explained. • The importance of each concept is explained. • An example is provided of each concept. • Scientific vocabulary and symbols for units are used consistently and precisely. • Sentence structure is consistently controlled. Spelling, punctuation, and grammar are consistently used in an effective manner. • Where appropriate, data is organized into tables or presented by graphs or diagrams.
<p>Approaches the standard of excellence.</p> <p style="font-size: 2em;">4</p>	<ul style="list-style-type: none"> • Three physics concepts are named and clearly explained. • The importance of each concept is explained. • An example is provided of each concept. • Scientific vocabulary and symbols for units are used appropriately. • Sentence structure is consistently controlled. Spelling, punctuation, and grammar are consistently used in an effective manner. • Some data is organized into tables or presented by graphs or diagrams.
<p>Meets an acceptable standard.</p> <p style="font-size: 2em;">3</p>	<ul style="list-style-type: none"> • Two physics concepts are named and clearly explained. • The importance of each concept is explained. • An example is provided of each concept. • Use of scientific vocabulary and symbols for units is evident. • Sentence structure is generally controlled. Spelling, punctuation, and grammar do not impede the meaning. • Very limited presentation of data by diagrams, tables, or graphs.
<p>Below acceptable standard and requires remedial help.</p> <p style="font-size: 2em;">2</p>	<ul style="list-style-type: none"> • One physics concept is named and explained. • An attempt is made to explain the importance of the concept. • Limited use of scientific vocabulary and symbols for units. Usage is not always consistent or precise. • Sentence structure is poorly controlled. Spelling, punctuation, and grammar impedes the meaning. • No presentation of data by diagrams, tables, or graphs.
<p>Basic level that requires remedial help or demonstrates a lack of effort.</p> <p style="font-size: 2em;">1</p>	<ul style="list-style-type: none"> • No physics concepts are named and explained or physics concepts named are explained incorrectly. • No attention to use of scientific vocabulary or scientific symbols for units of measurement. • Sentence structure is poorly controlled. Spelling, punctuation, and grammar impedes the meaning.

Maximum = 10 points