

## Assessment Rubric: Mock Hearing of the Space Committee of the United States Senate

Descriptor	Values		
	1	2	3
1. Evidence of preparation for hearing is evident.			
2. Points are clearly and precisely expressed.			
3. Argument presented demonstrates scientific and technological accuracy.			
4. The arguments of others are listened to and responded to in an appropriate manner.			
5. A tolerance of other viewpoints is evident.			
6. Responds to questions from others with well-thought-out answers.			
7. Additional research into the topic is apparent.			

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Assessment Rubric: Message to Extraterrestrials

Descriptor	Values				
	1	2	3	4	5
1. Message includes statement that could possibly be understood by extraterrestrials.					
2. An explanation is provided for why extraterrestrials might be able to understand the message.					
3. Message presents information that is important to human life and the Earth.					
4. Why the content of the message is important to human life is explained.					
5. Message uses correct statements of science.					
6. Message is conveyed in a way that could possibly be understood by extraterrestrials.					
7. A justification is provided for why extraterrestrials might be able to understand the form in which the message is conveyed.					
8. A discussion is presented explaining how the extraterrestrials might use the content of the message.					

## Assessment Rubric: Essay Describing What Could Be Learned From Contact with Extraterrestrials

<p><b>Meets the standard of excellence.</b></p> <p style="font-size: 2em;"><b>5</b></p>	<ul style="list-style-type: none"> <li>• Scientific vocabulary is used consistently and precisely.</li> <li>• Sentence structure is consistently controlled.</li> <li>• Spelling, punctuation, and grammar are consistently used in an effective manner.</li> <li>• Scientific symbols for units of measurement are used appropriately in all cases.</li> <li>• Where appropriate, data is organized into tables or presented by graphs or drawings.</li> </ul>
<p><b>Approaches the standard of excellence.</b></p> <p style="font-size: 2em;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• Scientific vocabulary is used appropriately in most situations.</li> <li>• Sentence structure is usually consistently controlled.</li> <li>• Spelling, punctuation, and grammar are generally used in an effective manner.</li> <li>• Scientific symbols for units of measurement are used appropriately in most cases.</li> <li>• Where appropriate, most of the data is organized into tables or presented by graphs or drawings.</li> </ul>
<p><b>Meets an acceptable standard.</b></p> <p style="font-size: 2em;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• Some evidence that the student has used scientific vocabulary although usage is not consistent or precise.</li> <li>• Sentence structure is generally controlled.</li> <li>• Spelling, punctuation, and grammar do not impede the meaning.</li> <li>• Some scientific symbols for units of measurement are used. Generally, the usage is appropriate.</li> <li>• Limited presentation of data by tables, graphs, or drawings.</li> </ul>
<p><b>Below acceptable standard and requires remedial help.</b></p> <p style="font-size: 2em;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Limited evidence that the student has used scientific vocabulary. Generally, the usage is not consistent or precise.</li> <li>• Sentence structure is poorly controlled.</li> <li>• Spelling, punctuation, and grammar impedes the meaning.</li> <li>• Some scientific symbols for units of measurement are used, but most often, the usage is inappropriate.</li> <li>• No presentation of data by tables, graphs, or drawings.</li> </ul>
<p><b>Basic level that requires remedial help or demonstrates a lack of effort.</b></p> <p style="font-size: 2em;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Limited evidence that the student has used scientific vocabulary and usage is not consistent or precise.</li> <li>• Ray diagrams not drawn correctly.</li> <li>• Sentence structure is poorly controlled.</li> <li>• Spelling, punctuation, and grammar impedes the meaning.</li> <li>• No attention to using scientific symbols for units of measurement.</li> <li>• No presentation of data by tables or graphs.</li> </ul>