Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points: \_\_\_\_\_\_\_ / 21

**Pop-Up Space Museum Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** |
| **Standards Based Assessment (Double Points)**  S4CS4b. Use a variety of materials to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts. | Students did not base their model on an artifact or process created or improved through space travel and related to their daily life. | Student selected or created a basic model of an artifact or process that is not necessary important to their daily live but has been created or improved through space travel. | Student selected or created a basic model of an artifact or process from their real life that has been created or improved through space exploration. | Student selected or created a detailed model of an artifact or process from their real life that has been created or improved through space exploration. |
| **Standards Based Assessment (Double Points)**  S4CS5b. Make sketches to aid in explaining scientific procedures or ideas. | Students did not create a placard or digital explanation for their artifact. | Students created a basic placard or digital explanation for their artifact but it is missing information related to how the artifact was created or improved through space travel or how the artifact impacts their daily life. | Student created a basic placard or digital explanation for their artifact that includes how the artifact was created or improved through space travel and how the artifact impacts their daily life. | Student created a detailed placard or digital explanation for their artifact that includes how the artifact was created or improved through space travel and how the artifact impacts their daily life. |
| **Inquiry**  S4CS5d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases. | Students did not complete basic research. | Students completed basic research with teacher support but did not record any of the information they discovered. | Students completed grade-level appropriate research and recorded some information they discovered with the help of the teacher. | Students completed grade-level appropriate research and recorded the important information they discovered with minimal help from the teacher. |
| **Critical Thinking**  **Creativity** | Students did not use creative ideas when displaying the artifact or the placard / digital explanation. | Students use some creative ideas when displaying the artifact OR the placard / digital explanation. | Students use some creative ideas when displaying the artifact and placard / digital explanation. | Students consistently used unique and creative ideas when displaying the artifact and placard / digital explanation. |
| **Collaboration**  **Communication** | I did not share my ideas with my group in a patient and kind voice.  I did not listen respectfully to others and compromise when our ideas were different. | Sometimes I shared my ideas with my group but I had trouble using a patient and kind voice.  Sometimes I listened respectfully to others but I had trouble compromising when our ideas were different. | I shared my ideas with my group and usually used a patient and kind voice.  I usually listened respectfully to others and compromised when our ideas were different. | I shared my ideas with my group and always used a patient and kind voice.  I always listened respectfully to others and compromised when our ideas were different. |