STRING ROCKETS Rubric

OUTCOME	Unacceptable 0	Not yet acceptable 1	Acceptable 2	Good 3	Exemplary 4	**Sub Totals**
Sketches/Drawings **Complete and accurate**	No sketches or drawings	Missing drawings Only one idea shown	Sketches/drawings Complete all three ideas shown parts labeled clearly	Sketches/drawings Complete all three ideas shown parts labeled clearly. Progression of ideas shown logically	Sketches/drawings Complete all three ideas shown parts labeled clearly. Parts clearly identifiable to non-group members	
Student can label and identify properties lift, thrust, drag, gravity and lift as it applies to flight	Unable to identify or explain properties associated with flight	Can only identify two or less of properties of flight	Can identify and explain all the properties of flight	Can identify and explain all the properties of flight and place partially onto a diagram	Can identify and explain all the properties of flight and place them on a diagram properly	
Students followed Expo guidelines/parameters And accomplished travel on string line	Team was unable to accomplish any movement on string line and didn't use the required materials	Team was able to only move a distance of less than three feet on the string line using less than/or the required materials	Team was able to move a distance of more than twelve feet on the sting line using the required materials	Team was able to move a distance of more than twenty feet on the sting line using the required materials	Team was able to move a distance of more than twenty-five feet using the required materials	
Students will show improvement in each successive trial	Student team shows no improvement form trial to trial	Student team shows improvement intermittently	Student team shows improvement of inches after each trial	Student team shows improvement of feet after each trial	Student team shows great improvement from trial to trial	
Safety and clean-up guidelines followed	Wasted materials no attempt to clean-up	Improperly used materials supplied and poor clean-up	Materials used effectively & clean-up done intermittently	Materials used effectively & clean-up done for own area	Tools used & clean-up done well helped others clean up too	
Student can explain clearly the difference between air powered rocket propulsion and solid fuel rocket propulsion systems	Student cannot explain differences in propulsion systems for rockets	Student can only explain one propulsion system for rockets	Student can explain clearly the difference between air powered rocket propulsion and solid fuel rocket propulsion systems	Student can explain clearly the difference between air powered rocket propulsion and solid fuel rocket propulsion systems and turned in written paper	Student can explain clearly the difference between air powered rocket propulsion and solid fuel rocket propulsion systems and presented their findings to the class	
Student can identify careers related to aerospace technology	Student knows no careers or can only name what they are	Student can only speak to or talk about names for available careers in aerospace Technology	Student can identify and speak about at least one career in aerospace technology	Student can identify two or more careers and has turned in a paper showing all aspects of the careers	Student can identify two or more careers and has turned in a has made presentation to class showing all aspects of the careers	