

AIR POLLUTION RUBRIC	(4-5 points)	(2-3 points)	(0-1 points)
Discussion			
<i>What are air pollutants?</i>	Student is able to identify and describe multiple types of air pollution, and uses correct scientific formulas in their description (i.e. CO ₂ , CO, etc.)	Student is able to identify and describe multiple types of air pollution, but the description is lacking in some appropriate scientific vocabulary or concepts.	Student is unable to identify or describe sources of air pollution, or description is totally lacking in scientific vocabulary or concepts.
<i>Sources of pollution</i>	Student can identify multiple sources of both natural and man-made air pollution.	Student can identify multiple sources of man-made air pollution, but not natural sources.	Student is unable to identify sources of air pollution
<i>Effects of pollution</i>	Student describes different factors involved in preventing or cleaning air pollution. These include natural cycles, technology, and government policies.	Student can describe some effects air pollution has on humans.	Student either does not identify effects, or only identifies one effect air pollution can have on humans.
<i>Pollution Solutions</i>	Student describes different factors involved in preventing or cleaning air pollution. These include natural cycles, technology, and government policies.	Student can describe technologies used to prevent of clean air pollution.	Student can describe few or no pollution solutions.

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Demos			
<i>Responses</i>	Student records detailed observations during the demo and then uses the observations to respond appropriately to discussion questions.	Student records some observations during the demo and then uses the observations to respond appropriately to discussion questions.	Student does not record observations or cannot use observations to respond to questions.
<i>Participation</i>	Student follows safety procedures and is respectful during the demonstrations.	Student follows safety precautions but is at times inattentive.	Student does not follow safety instructions.

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Collector			
<i>Design</i>	Student's collector design includes measurements, is practical, and shows scientific thinking based on the pre-activity discussion. Student is able to explain why they chose the design they did.	Student's design is practical and reflects the pre-activity discussion. Student can explain why they chose the design they did using.	Students design is impractical or does not demonstrate thought.
<i>Building</i>	Student pairs are able to translate their design into an actual pollution collector. The pair works well together.	Student pair has some difficulty building their design into a physical collector. They work well as a pair.	Student pair does not work well together or has difficulty building their collector.
<i>Site</i>	Student pairs select appropriate places to site their collectors and can explain why they chose these sites. Their rationale is clear and based on points raised in the pre-activity discussion.	Student pairs select appropriate places to site their collectors and explains why they chose these sites. Rationale is fairly clear but not really based on points raised in the pre-activity discussion.	Students do not select appropriate sites or are unable to explain why they selected the sites they did.
<i>Observations</i>	Students make detailed observations over time that include clear times, dates, etc. Observations are relevant to the experiment.	Students make detailed observations over time that but at times lack clear times, dates, etc. Some observations are not clearly related to the experiment.	Student does not make detailed experiments.
<i>Claims</i>	Students make claims about air pollution in their area based on the data they collected, the location, and the concepts from the pre-activity discussion.	Students make some claims about air pollution in their area based on the data they collected.	Student makes few or no claims based on the data they've collected.
<i>Reflection</i>	Student reflects on the process of designing, building, observing, and analyzing. Reflection is complete and includes suggestions to improve their experiment. Reflection includes student's feelings or ideas about air pollution in their area.	Student reflects on the process of designing, building, observing, and analyzing. Reflection includes student's feelings or ideas about air pollution in their area.	Student does not complete a reflection piece or reflection is very incomplete.

