

This rubric is used by Ms. Jessica Quenzer in her biology classes at Stuyvesant High School. It is meant as an example of how one teacher uses the Genes in Space contest in her classroom and does not reflect on applicants are evaluated by the Genes in Space team. You can find the Genes in Space detailed scoring criteria [HERE](#).

### Jessica Quenzer's Suggested Grading Rubric

<b>Component</b>	<b>This needs workshopping (0-10, 0-5)</b>	<b>Meets my Expectations (11-17, 6-8)</b>	<b>You should enter the contest (17-20, 9-10)</b>
<b>Research Question</b>	Poorly formed question, no model organism suggested, unclear benefit, does not involve PCR	Proposed an interesting, worthwhile and testable question that can be answered with PCR.	Well-researched, may involve PCR variants, intriguing question
<b>Why ISS?</b>	Did not provide an argument for conducting on ISS	Provided an argument	Compelling argument
<b>Hypothesis</b>	Hypothesis is incomplete or does not flow logically from research.	Complete, rationale is reasonable, if simplistic	Shows research, understanding of mechanisms, possibilities
<b>Experimental Design</b>	Incomplete, does not include PCR, does not show understanding of PCR, confusing, missing controls	Unclear or missing details, may not highlight PCR, does not reflect understanding of procedures	Well-ordered and articulated details, includes PCR, controls; shows understanding of procedures
<b>Tweet</b>	Missing or exceeds character limit	Present, descriptive, may be boring	Catchy, memorable tweet, displays social media skill
<b>Citations</b>	Missing or poorly formatted Weak, unreliable resources	Present, may be sparse, out of order, or have formatting errors, Sources of varying quality	Present, properly ordered and formatted, strong resources chosen, inc primary sources