

**Draw-a-Scientist Test (DAST)
Modified Rating Rubric for Use by APS Teachers¹**

How many drawings total did you receive? _____

How many drawings included the following...	Tally Marks	Total # of Tally Marks	% of Drawings with this Indicator*
PERSONAL CHARACTERISTICS			
Laboratory coat			
Eyeglasses			
Facial hair			
Pencils/pens in pocket			
Unkempt appearance			
SYMBOLS OF RESEARCH			
Test tubes			
Flasks			
Microscope			
Bunsen burner			
Experimental animals			
Other			
Please list "other" symbols of research.			
SYMBOLS OF KNOWLEDGE			
Books			
Filing cabinets			
Other			
SIGNS OF TECHNOLOGY (PRODUCTS OF SCIENCE)			
Solutions in glassware			
Machines			
Other			
Please list "other" symbols of			

technology.			
HOW MANY DRAWINGS DEPICTED WOMEN AND MEN?			
Drawings of men			
Drawings of women			
Drawings in which you can't tell if scientist is a man or woman			
DESCRIBE THE RACIAL/ETHNIC GROUP OF THE SCIENTISTS.			
Drawings of scientists who appear to be Caucasian/White			
Drawings of scientists who appear to be African-American, Hispanic or Native American			
Drawings of scientists who appear to be Asian or Asian-American			
Drawings in which racial/ethnic group of scientists is not evident			

WOULD YOU CHARACTERIZE THE OVERALL APPEARANCE OF THE SCIENTIST AS...

Eccentric – Wild hair; clashing, unfashionable clothing; unkempt appearance; bloodshot eyes; bad complexion; antisocial (nerdy) characters

Sinister - Violent explosions; evil facial expressions; animals crying or yelping for help; Frankenstein's monster type characters; captions with violent language

Neutral – Not necessarily positive or negative.

Positive – Depicts the scientist in a non-traditional setting or using unusual or outdoor lab equipment.

Note: A drawing may have more than one of these characteristics.

Overall appearance	Tally Marks	Total # of Tally Marks	% of Drawings with this appearance*
Eccentric			
Sinister			
Neutral			
Positive			

¹ Adapted from Mason, C.L., Kahle, J.B., & Gardner, A.L. (1991). "Draw-A-Scientist Test: Future Implications." *School Science and Mathematics*, 91(5), 193-198.