**Design Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessed Areas** | **Excellent Work!**  **25 pts** | **Good work!**  **20 pts** | **Almost there!**  **15 pts** | **Needs more work.**  **10 pts** |
| Science Notebook | All information is clear and easy to understand and include materials used and why, design sketches, test outcomes and iterations. | Design sketches, materials used and why, test outcomes and iterations are included and mostly clear and easy to understand. | Some design sketches, materials used and why, test outcomes and iterations are included and mostly clear and easy to understand. | Most information is not neat and is hard to understand or interpret. Materials used and why is incomplete. |
| Reflections | Reflection is clearly written and easy to understand. Reflection includes problems and iterations. | Most of the reflection is clearly written and easy to understand. Reflection includes problems and iterations. | Only some of reflection is clearly written and easy to understand. Reflection includes some problems and iterations. | Reflection is not clearly written or easy to understand. Reflection does not include problems or iterations. |
| Prototype | Student takes design and makes it into a workable prototype. Prototype is functional and realistic. | Student takes design and makes it into a workable prototype. Prototype is somewhat functional and realistic. | Student takes design and makes it into a workable prototype. Prototype is not does not meet constraints, not functional or realistic. | Student does not make a workable prototype. |
| Prototype Presentation | Student completely explains thinking of why design would work, what happened to designs that did not work, and what changes were made. | Student generally explains why design would work, what happened to designs that did not work, and what changes were made, but needs more details. | Student somewhat explains why design would work, what happened to designs that did not work, and what changes were made, but needs more details. | Student does not explain why design would work, what happened to designs that did not work, and what changes were made. |

TOTAL POINTS \_\_\_\_\_/100

\*\* As students are working through this activity, the teacher can use prompts to helps students work towards the “Excellent Work!” for each area assessed.