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| --- | --- | --- | --- | --- | --- |
| Topic | 0 - not attempted | 2 - poor | 3 - needs some work | 4 - good | 5 - outstanding |
| design process | minimal or no effort made | Students made little attempt to follow the design process. | Student documented some parts of the design process. May have skipped parts. | Students followed and documented all parts of the design process | Student used the repetitive nature of the design process to improve their project to achieve excellence |
| Prototyping | minimal or no effort made | prototypes were attempted but were unrealistic or not intended to improve the design process. | prototypes were attempted, but little attention was paid to lessons learned | at least 2 prototypes were built and tested | Many rounds of prototyping took place which incorporated solutions to specific problems. |
| Collaboration | minimal or no effort made | students did not function as a team | one student may have dominated the team or students worked independently of each other | students appeared to operate as a team - all members contributing | students encourage each other to achieve in ways that they would not have alone |
| present & critique | minimal or no effort made | both the critique and the presentation were unclear or lacking coherence | either the critique or the presentation was unclear or lacking coherence | all students presented to the group clearly and offered productive critiques of others | presentation was excellent **and** critiques were inciteful |
| respond to feedback | minimal or no effort made | students did not use feedback and did not improve their project | students may have improved their project but did not use feedback | students used feedback to improve their project | students used feedback to identify their own strengths and weaknesses and used this reflection to improve |
| Communication | minimal or no effort made | drawings were not to scale or were unclear | scale drawings had some errors | scale drawings were accurate and clear | scale drawings were accurate, clear, and well-annotated |

Discover, Design, Build

Project Rubric TOTAL POINTS \_\_\_\_