**Engineering Intro-Mini Project Assignment Rubric**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  | **Criteria Categories** | | | | |  |  |  |  |  |
|  | **Concepts/** |  |  | **Beginning** |  |  | **Developing** |  |  | **Accomplished** |  |  | **Exemplary** |  |  |  |
|  | **Skills to be** |  |  |  |  |  |  |  |  |  | **Score** |  |
|  |  |  | **0-10 points** |  |  | **11-14 points** |  |  | **15-17 points** |  |  | **18-20 points** |  |  |
|  | **Assessed** |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | In the engineer- | |  | In the engineer- | |  | In the engineer- | |  | In the engineer- | |  |  |
|  |  |  |  | ing notebook, | |  | ing notebook, | |  | ing notebook, | |  | ing notebook, | |  |  |
|  | **Sketches/** |  |  | the sketches of | |  | many of the | |  | most the | |  | the sketches of | |  |  |
|  |  |  | the different | |  | sketches of the | |  | sketches of the | |  | the different | |  |  |
|  | **Drawings in** |  |  |  |  |  |  |  |
|  |  |  | sports balls | |  | different sports | |  | different sports | |  | sports balls | |  |  |
|  | **Engineering** |  |  |  |  |  |  |  |
|  |  |  | were missing or | |  | balls were not | |  | balls were | |  | were labeled | |  |  |
|  | **Notebook** |  |  |  |  |  |  |  |
|  |  |  | poorly drawn. | |  | labeled | |  | labeled. 1 or 2 | |  | and include | |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | correctly. | |  | components | |  | precise | |  |  |
|  |  |  |  |  |  |  |  |  |  | were missing, | |  | measurements. | |  |  |
|  |  |  |  | Most of the | |  | Some of the | |  | Most of the | |  | Procedure | |  |  |
|  |  |  |  | steps were | |  | steps were | |  | procedure’s | |  | steps were | |  |  |
|  | **Procedure/** |  |  | missing or were | |  | understandable | |  | steps were | |  | logical and | |  |  |
|  | **Engineering** |  |  | confusing. | |  | but some were | |  | understandable, | |  | adequately | |  |  |
|  | **Design** |  |  | There was no | |  | confusing and | |  | including new | |  | detailed, | |  |  |
|  | **Process** |  |  | new ball design. | |  | lack detail, | |  | ball design. | |  | including new | |  |  |
|  |  |  |  |  |  |  | including new | |  |  |  |  | ball design. | |  |  |
|  |  |  |  |  |  |  | ball design. | |  |  |  |  |  |  |  |  |
|  |  |  |  | Presented an | |  | Presented an | |  | Presented a | |  | Presented a | |  |  |
|  |  |  |  | illogical | |  | illogical | |  | logical | |  | logical | |  |  |
|  |  |  |  | explanation for | |  | explanation for | |  | explanation for | |  | explanation for | |  |  |
|  |  |  |  | findings and | |  | findings and | |  | findings and | |  | findings and | |  |  |
|  | **Conclusion** |  |  | does not | |  | addresses few | |  | addresses | |  | addresses | |  |  |
|  |  |  | address any of | |  | questions. | |  | **some** of the | |  | **most** of the | |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  | the questions or | |  |  |  |  | questions, | |  | questions, | |  |  |
|  |  |  |  | include the | |  |  |  |  | including the | |  | including the | |  |  |
|  |  |  |  | concepts of | |  |  |  |  | concepts of | |  | concepts of | |  |  |
|  |  |  |  | energy/collision. | |  |  |  |  | energy/collision. | |  | energy/collision. | |  |  |
|  |  |  |  | Presentation | |  | Presentation | |  | Presentation | |  | Presentation | |  |  |
|  |  |  |  | did not | |  | did not clearly | |  | communicated | |  | **clearly** | |  |  |
|  |  |  |  | effectively | |  | communicate at | |  | the procedure, | |  | communicated | |  |  |
|  |  |  |  | communicate | |  | least one | |  | data gathered, | |  | the procedure, | |  |  |
|  | **Presentation** |  |  | the process and | |  | component and | |  | conclusions, | |  | data gathered, | |  |  |
|  |  |  | it was evident | |  | it was evident | |  | and **some** of | |  | conclusions, | |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  | that the team | |  | that the team | |  | the questions. | |  | and questions. | |  |  |
|  |  |  |  | did not work | |  | did not work | |  | The team | |  | The team | |  |  |
|  |  |  |  | collaboratively. | |  | collaboratively | |  | worked | |  | worked | |  |  |
|  |  |  |  |  |  |  |  |  |  | collaboratively. | |  | collaboratively. | |  |  |
|  |  |  |  | Presentation | |  | Presentation | |  | Presentation | |  | Presentation | |  |  |
|  | **Promptness/** |  |  | was handed in | |  | was one day | |  | handed in on | |  | handed in on | |  |  |
|  |  |  | later than one | |  | late and/or had | |  | time with a | |  | time with no | |  |  |
|  | **Grammar** |  |  |  |  |  |  |  |
|  |  |  | day and/or had | |  | three or less | |  | couple of | |  | spelling or | |  |  |
|  | **and Spelling** |  |  |  |  |  |  |  |
|  |  |  | four+ spelling or | |  | spelling or | |  | spelling or | |  | grammar errors. | |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  | grammar errors. | |  | grammar errors. | |  | grammar errors. | |  |  |  |  |  |
| **Teacher notes:** | | | |  |  |  |  |  |  |  |  |  | **Total Points** | |  |  |