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| **Pride in work** | Project is sloppy, incomplete and lacks creativity in the presentation. | Project is sloppy and lacks in creativity but is complete. | Project is neat and complete but lacks creativity. | Project is neat, complete and highly creative. |
| **Background research, reading and projects. (critical thinking)** | Student/Group does not understand and cannot explain the background ideas and technical information behind the project. | Student/Group struggles to explain the background ideas and technical information that they used to carry out the project. | It is clear that the student/group understands the theories, ideas and technical information related to this project (ex: Solar energy matters to engineers because…and this project will help me as an engineer because…One of the articles I read about solar energy said…) | There was significant work done outside of class to fully and deeply understand the theories, ideas and technical information related to this project. (ex: In addition to my reading in class, I watched a documentary about solar energy at home. I saw how inventors are already creating solar powered cars but one of the problems with this is…) |
| **Teamwork** | Students report (or grading student observed) bickering, distraction, exclusion or members of other negative group behaviors. | Students report (or grading student observed) that one person took leadership while others were disengaged. | Students report (or grading student observed) inclusion, the sharing of ideas, and all students using their talents and interest to create a quality project. | Students report (or grading student observed) inclusion, the sharing of ideas, and all students using their talents and interest to create a quality project. All students were actively engaged. Many students seem passionate about the work and understand how their collective effort made the project better than it would have been if only one student were working on it. |
| **Questioning (creative thinking)** | Students do not have questions about their own work and how it applies to the discipline. No creativity or unique spin was added to the project. | Students ask questions about their own work and how it applies to the discipline. No creativity or unique spin was added to the project. | Students ask questions about their own work and how it applies to the discipline. They added something unique to their project (not directly from teacher or kit instructions). | Students ask questions about their own work and how it applies to the discipline. They added something unique to their project (not directly from teacher or kit instructions) and they can make connections to what they have learned from this project and what they might do for a final student-designed project. |
| **Time Management** | Students did not independently manage time well enough to complete the project. | Students struggled to independently manage time and did not seek assistance from the teacher. | Students struggled to independently manage time but sought assistance from the teacher. | Students managed time well enough to complete the assignment without any problems. |