

Directions: Circle the statements in each cell that best describe the criteria of the design.
Then total the point value and enter in the space to the right.

SCORE: _____

CRITERIA	OUTSTANDING 10 points each	GOOD 9 points each	ADEQUATE 8 points each	POOR 7 points each	NOT ACCEPTABLE 0 points each
<p>1. Define the need or the problem</p>	<ul style="list-style-type: none"> Students presented very convincing evidence of a need or problem. Students wrote a problem statement that addressed 5 issues. 	<ul style="list-style-type: none"> Students presented good evidence of a need or problem. Students wrote a problem statement that addressed 4 issues. 	<ul style="list-style-type: none"> Students presented adequate evidence of a need or problem. Students wrote a problem statement that addressed 3 issues. 	<ul style="list-style-type: none"> Students presented minimal evidence of a need or problem. Students wrote a problem statement that addressed 2 issues. 	<ul style="list-style-type: none"> Students presented no evidence of a need or problem. Students did not write a problem statement.
<p>2. Gather or develop needed background information</p>	<ul style="list-style-type: none"> Students identified 5 elements of needed background information. Students found or developed 5 elements of required background information. 	<ul style="list-style-type: none"> Students identified 4 elements of needed background information. Students found or developed 4 elements of required background information. 	<ul style="list-style-type: none"> Students identified 3 elements of needed background information. Students found or developed 3 elements of required background information. 	<ul style="list-style-type: none"> Students identified 2 elements of needed background information. Students found or developed 2 elements of required background information. 	<ul style="list-style-type: none"> Students failed to identify any elements of needed background information. Students did not attempt to find any elements of required background information.
<p>3. Revise the need or problem statement</p>	<ul style="list-style-type: none"> Students made excellent revisions of their problem statement. 	<ul style="list-style-type: none"> Students made good revisions of their problem statement. 	<ul style="list-style-type: none"> Students made adequate revisions of their problem statement. 	<ul style="list-style-type: none"> Students made poor revisions of their problem statement. 	<ul style="list-style-type: none"> Students did not revise their problem statement.
<p>4. Propose a working model to address the need or problem</p>	<ul style="list-style-type: none"> The proposed model was highly plausible for addressing the need or problem. The model was accompanied by an impressive working plan. 	<ul style="list-style-type: none"> The proposed model was plausible for addressing the need or problem. The model was accompanied by a good working plan. 	<ul style="list-style-type: none"> The proposed model was minimally adequate for addressing the need or problem. The model was accompanied by an adequate working plan. 	<ul style="list-style-type: none"> The proposed model was questionable for addressing the need or problem. The model was accompanied by an inadequate working plan. 	<ul style="list-style-type: none"> Students did not propose a model. Students did not propose a working plan.
<p>5. Propose an evaluation of the model</p>	<ul style="list-style-type: none"> Students proposed an evaluation of their design that addressed 5 key constraints. 	<ul style="list-style-type: none"> Students propose an evaluation of their design that addressed 4 key constraints. 	<ul style="list-style-type: none"> Students proposed an evaluation of their design that addressed 3 key constraints. 	<ul style="list-style-type: none"> Students proposed an evaluation of their model that addressed 2 key constraints. 	<ul style="list-style-type: none"> Students did not propose an evaluation of their model.
<p>6. Make a presentation to an audience</p>	<ul style="list-style-type: none"> Presentation (oral or written) is very well organized. Presentation includes a <u>very</u> complete set of written or oral remarks that are well supported by graphics (e.g. drawings, data displays, video, pictures, etc.) 	<ul style="list-style-type: none"> Presentation (oral or written) is well organized. Presentation includes a complete set of written or oral remarks that are supported by graphics (e.g. drawings, video, data displays, pictures, etc.) 	<ul style="list-style-type: none"> Presentation (oral or written) is organized. Presentation includes written or oral remarks that are minimally supported by graphics (e.g. drawings, data displays, video, pictures, etc.) 	<ul style="list-style-type: none"> Presentation (oral or written) is somewhat disorganized. Presentation includes written or oral remarks that are <u>not</u> supported by graphics (e.g. drawings, data displays, video pictures, etc.) 	<ul style="list-style-type: none"> Presentation (oral or written) is very disorganized. The oral or written remarks are hap hazard and <u>not</u> supported by graphics (i.e. drawings, video, data displays, pictures, etc.)