

Rubric for Redesign of Product and Group Work

Score

Criteria	5 Terrific	2 Satisfactory	1 Still needs work	
Goals and objectives	Demonstrates understanding of the overall goals of Mrs. Selection, and the goal of working as a team with specific jobs and collaboration.	Recognizes the goals of Mrs. Selection and shows some understanding of these in relation to team project.	Shows little or no understanding of the "big picture" goals.	<input type="text"/>
Identifying key design issues	Identifies key design issues (constraints and properties), prioritizes them and appropriately differentiates those that are important from those that are not	Identifies design issues and prioritizes them. Most judgments about priorities are appropriate.	Either cannot identify key design issues or treats all issues as equally important or unimportant. Shows lack of judgment.	<input type="text"/>
Conduct of research	Is able to make progress on project with minimal supervision	Performs in a satisfactory way with some supervision	Needs continual reminders to stay "on task"	<input type="text"/>
Identifying needed resources and constraints	Specifies resources and information needed to complete the task and establishes their availability.	Addresses the issue of resources and information and their availability.	Does not pay attention to the resources and information needed and/or their availability until it is too late	<input type="text"/>
Conducting ongoing evaluation (iteration)	Consistently considers modification of materials selection and/or constraints needed in view of progress made during researching	At times, modifies project solutions and restrictions as more information is gathered.	Rarely or never modifies materials selection choice, or the constraints on the project.	<input type="text"/>
Implement process	Conducts systematic work on the identified tasks according to Web site, and follows the progression going to every page.	For the most part, follows the specified plan of the Web site.	The Web site path is ignored or treated as an irrelevance, and only pages that are necessary are visited.	<input type="text"/>
Demonstration of skills development	Shows rapid progress in the development of project-related skills, and design understanding	Shows consistent progress in skill development, and design understanding	Progress is slow or non-existent	<input type="text"/>

Monitoring progress	Keeps a check on progress and is consistently on time in completing tasks	Demonstrates awareness of progress and remains more or less on schedule	Seems confused about progress and is frequently late and off schedule	
Has completed all worksheets	Has filled in hand outs with detailed information, citing where the information was found	Has completed all three hand outs, but there is very little citing of information	Leaves part of the hand outs unfinished, and there is no citing	<input type="checkbox"/>
Understands the need for alternative choices	Completed the Pros and Cons Hand out for several different materials, in different classes	Only does the required number of materials in the design evaluation	Only investigates a couple of materials	<input type="checkbox"/>
Team Player (Each member will be evaluated separately)	Conducts extensive research on his/her material class and completely fulfills his her job description	Conducts research and fulfills job, but does not actively explain his/her materials class to the rest of the group offering it up as a choice, or saying it wouldn't work as a choice	Does not conduct research well, and poorly explains any information to the group. Does not fulfill job description.	<input type="checkbox"/>
Defining Members' Roles	Every member's role on the team is defined and understood by all. Each team member can explain the role of others.	Members' roles are defined informally and may not be completely understood by all. Some members may not be able to explain the role of others.	There is little understanding of who does what.	<input type="checkbox"/>
Communication	Group decides on a method of communicating their selection, and clearly follows all the requirements of that communication fully and together as a group. Then goes beyond those requirements adding in personal reflection, and talking about alternatives.	Group decides on a method of communicating their selection, and clearly follows all the requirements of that communication fully and together as a group.	Group decides on a way, but does not fulfill all the requirements of that type of communication.	<input type="checkbox"/>
Conclusions	Presents a logical explanation for findings and design; addresses all of the suggestions on the Web site.	Presents a logical explanation for findings and design does not go into a full explanation.	Presents an illogical explanation for findings and does not address the suggestions of the Web site.	<input type="checkbox"/>
Attractiveness/ Aesthetics (if model/ prototype chosen)	Drawings are exceptionally done; accurate, clean, line quality, etc.; construction of model is accurate and sharp.	Both the model and drawings could use touching up for final presentation, but adequately done.	Drawings are not clean, accurate, have poor line quality, etc.; model is poorly constructed	<input type="checkbox"/>

Total =