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| --- | --- | --- | --- | --- | --- | --- | --- |
| Elements  IED – PBL Weather Balloons | Weight | 4 | 3 | 2 | 1 | 0 | Total |
| Design Process | **30%** | All steps of the design process are evident and fully thought out; Define the Problem, Generate Concepts, Develop a Solution, Construct and Test a Prototype, Evaluate the Solution, Present the Solution | All steps of the design process are evident in every group members Engineering Notebook | All steps of the design process are present in some of the Engineering Notebooks, while other Notebooks are missing steps here and there | All engineering notebooks have some evidence of the design process | The design process is not evident in a group members’ Engineering Notebook |  |
| **Cost Effectiveness** | **10%** | Budget was relatively low and the final design stayed within $3 of the original budget | Budget was relatively low and the final design stayed within $10 of the original budget | Budget was average and/or the final design stayed within $10 of the original budget | Budget was average and/or the final design stayed within $15 of the original budget | Budget was extremely high and/or the final design was greater than $20 off of the original budget |  |
| **Video/Flight** | **15%** | The video taken was facing down, lasted at maximum height for at least 45 seconds, was focused and stable to visual see what was happening below | The video taken was facing down, last at least 20 seconds at max height, once device reached max height the device was able to stabilize the camera for quality video | The video was taken facing down, video captures the rise and fall of the device, the quality is enough to understand where the launch took place. | The video camera was on during flight, the quality enables you to determine location (outside or inside) of the flight | Video did not capture the flight ability of the device. |  |
| **Googliness** | **20%** | All group members recognized and brought their strengths to the project and worked together to bring their project to life throughout the design process | All group members recognized each other’s strengths and was able to delegate work appropriately on all steps of the design process | Most group members brought their strengths to the project and participated in most of the design process | Group members recognized their own strengths and used them when they were most interested in the design process | Group members did not work together or most of the work was pushed on to a couple of group members |  |
| **Presentation** | **25%** | See rubric on back for details on presentation. | See rubric on back for details. | See rubric on back for details. | See rubric on back for details. | See rubric on back for details. |  |

STUDENTS/GROUP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Assessment

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| **ORAL EXPRESSION STANDARD** | **ADVANCED** | **PROFICIENT** | **PARTIALLY PROFICIENT** | **NEEDS IMPROVEMENT** |
| The student clearly states his/her **position** on the issue and presents strong **evidence** to defend his/her position. | Position and evidence are clear, strong, and especially insightful. Evidence is appropriately cited. | Position is clear and evidence is strong and appropriately cited. | Position and/or evidence could be stronger and/or is not properly cited. | Evidence is missing or not at all cited. |
| The student **organizes** the presentation in a way that is clear and logical. | Organized in a way that is clear, logical, and particularly creative or engaging. | Well-organized, clear and logical. | Audience becomes confused at some points because of disorganization. | Presentation is extremely difficult to follow because of disorganization. |
| The student’s **oral delivery** is persuasive and effective. These skills include tone of voice, volume, enunciation, and pacing. | Use of verbal skills made the presentation effective, persuasive and engaging. | Effective use of tone, intonation, volume, enunciation and pacing. | Lacks skill in one or two areas regarding tone, volume, enunciation and/or pacing. | Lacks skill in three or more areas regarding tone, volume, enunciation and pacing. |
| The student uses effective and appropriate **non-verbal skills**. These include body language, gestures, eye contact, and formal/professional attire. | Nonverbal skills help make the presentation effective, persuasive and engaging. | Nonverbal skills help make the presentation effective. | Lack of nonverbal skills makes the presentation less effective. | Extreme lack of nonverbal skills makes the presentation ineffective. |
| The student demonstrates grade-level **command of the English language**. | Presentation is completely free from spelling, grammar, and/or punctuation errors. | Presentation is well-edited and demonstrates grade-level skill in grammar, spelling and/or punctuation. | Presentation contains some errors that interfere with the meaning. | Presentation contains numerous errors that interfere with the meaning. |
| The student uses **technology** in a way that is strategic and effective. | Uses technology as an effective, strategic, persuasive tool. | Uses technology effectively and persuasively. | Use of technology is somewhat lacking. | Does not use technology at all or does not use it appropriately. |
| The student **rehearses** the presentation to make it clear and effective. | Strong evidence of rehearsal. | Evidence of rehearsal. | Little evidence of rehearsal. | No evidence of rehearsal. |

COMMENTS/FEEDBACK/QUESTIONS:

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