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| **CRITERIA** | **ADVANCED (4)** **(Demonstrates Exceptional Performance)** | **PROFICIENT (3)****(At Performance Standard)** | **PARTIALLY PROFICIENT (2)**  **(Minimal Criteria)** | **UNSATISFACTORY (1)** **(Below Performance Standards)** |
| **Collaboration** (4 points)  (Group Evaluation) | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes remind this person to keep on task. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| A true team member who contributes a lot of effort, and encourages and supports the efforts of others in the group. | A strong group member who tries hard! | Sometimes a satisfactory group member who does what is required | Sometimes chooses not to participate and does not complete assigned tasks. |
| **Creativity/ Innovation**(4 points)   (Carton Design) | In addition to meeting the PROFICIENT criteria …  · Carton is of **professional quality and needs no improvement**  · There are few to no improvements that could be made to the Carton or the Machine design  · Carton would be able to hold milk.  · Critical thought has been shown in the development of the carton and machine design | Demonstrates a distinct style, uses ingenuity, shows a personal touch when shaping ideas into a product appropriate for the purpose (i.e. you designed it and are not using someone else’s design)  · Responds to failure by reflecting on the process  · Carton is interesting and functional | Does not show a distinct style, does not use ingenuity, or does not show a personal touch when shaping ideas into a product (i.e. uses something you found, not something you designed)   * Responds to failure by reflecting on the process * Carton is interesting and functional.   **OR**  Demonstrates a distinct style, etc   * Shows no evidence of reflection or revision. * Carton is not interesting or not functional. | Does not show a distinct style, use ingenuity, or does not show a personal touch when shaping ideas into a product appropriate for the purpose (i.e. uses something you found, not something you designed)  · Shows no evidence of reflection or revision  · Carton is not interesting or not functional. |
| **Communication** (4 points)   (Portfolio/ Presentation) | In addition to meeting the PROFICIENT criteria …  · Communicates insightfully with consistent awareness of audience and purpose.  · Presents information clearly, concisely, and logically  · Student was enthusiastic about his/ her message and actively sought to engage the audience in his/her belief   * Ideas expressed flow in a coherent sequence throughout the presentation/portfolio. | · Accurately and confidently answers grade-level appropriate questions to demonstrate conceptual understanding and knowledge  · Presents information clearly and concisely.  · Communicates verbally and in writing in a way that is appropriate for the purpose, task, and audience  · Uses well-produced, varied and purposeful media to support individual learning, to enhance the understanding of ideas/reasoning/ evidence, and to engage the audience | · Accurately answers grade-level appropriate questions to demonstrate conceptual understanding  · Presents information concisely  · Communicates verbally and in writing in a way that is inappropriate for the purpose, task, and audience  · Uses ill-produced, standard media or media with no purpose. Media used does not support the ideas and reasoning or does not engage the audience | · Does not answer grade-level appropriate questions to demonstrate conceptual understanding and knowledge  · Does not present information clearly, concisely, and logically  · Communicates verbally and in writing in a way that is inappropriate for the purpose, task, and audience  · Uses ill-produced, standard media or media with no purpose. Media used does not support the ideas and reasoning or does not engage the audience |

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| **Carton Design Project Document 1** | Student included a net of their shape  (2 points) | Net includes all tabs for putting it together  (1 point) | Design includes all needed dimensions (w/ units of measure) for the net and tabs  (1 points) |
| Includes Volume for all 3D shapes involved in design  (2 points) | Volume is correct  (2 points) | Includes Surface area for all surfaces of the carton  (2 points) |
| Surface area for sides of carton is correct  (1 point) | Includes area for tabs  (2 points) | Area for tabs is correct  (1 point) |
| Include total (sides and tabs) surface area  (2 points) | Total Surface area is correct  (2 points) |  |
| **Carton Prototype** | Project included a complete prototype of the carton  (2 points) | Prototype has sharp corners, is completely folded, glued, and has high quality workmanship in its construction.  (2 points) | Prototype includes the design for all printing and information on the sides of the carton.  (1 point) |
| There are no grammar or spelling errors on the carton.  (2 points) | Carton is made from the net.  (1 point) |  |
| **Machine Design** | Students include a design for the machine stamp that will cut out the nets.  (2 points) | Design includes the dimensions of the stamp rectangle (with units of measure)  (2 points) | Design gives the layout of all the nets that can be stamped at once.  (2 points) |
| Design includes the amount of waste for one stamp.  (2 points) | Waste area for one stamp is correct  (1 point) | Design includes total amount of waste for whole roll of paper.  (2 points) |
| Waste area for whole roll is correct  (1 point) |  |  |