Crazy Contraptions 6th- 12th Grade Rubric

Student ID: _____ Evaluator: _____ Total Score: _____/51

Category	0	1	2	3	Weight
Organization	None of the following are true: - The design is organized. - The information is laid out in a logical manner. - The information is concise.	One of the following are true: - The design is organized. - The information is laid out in a logical manner. - The information is concise.	Two of the following are true: - The design is organized. - The information is laid out in a logical manner. - The information is concise.	All of the following are true: - The design is organized. - The information is laid out in a logical manner. - The information is concise.	x1
Crazy Contraption: Rube Goldberg Machine	None of the following are true: - Student provides the name of their contraption. - Student identifies what task their contraption will perform. - Student provides a list of materials needed to build their contraption.	One of the following are true: - Student provides the name of their contraption. - Student identifies what task their contraption will perform. - Student provides a list of materials needed to build their contraption.	Two of the following are true: - Student provides the name of their contraption. - Student identifies what task their contraption will perform. - Student provides a list of materials needed to build their contraption.	All of the following are true: - Student provides the name of their contraption. - Student identifies what task their contraption will perform. - Student provides a list of materials needed to build their contraption.	X2
Rube Goldberg Machine Design	None of the following are true: - Student draws the design for their contraption. - Student colors the design for their contraption. - The student's design exhibits above average creativity.	One of the following are true or all are somewhat true: - Student draws the design for their contraption. - Student colors the design for their contraption. - The student's design exhibits above average creativity.	Two of the following are true or all are mostly true: - Student draws the design for their contraption. - Student colors the design for their contraption. - The student's design exhibits above average creativity.	All of the following are true and well done: - Student draws the design for their contraption. - Student's design clearly shows how their contraption will complete the identified task. - The student's design exhibits above average creativity.	X3

Labeling Rube Goldberg Machine Design	None of the following are true: - Student labels the different simple machines in their contraption. - Student labels energy types in their contraption. - Student uses arrows to identify 5 energy transfers in their design.	One of the following are true or all are somewhat true: - Student labels the different simple machines in their contraption. - Student labels energy types in their contraption. - Student uses arrows to identify 5 energy transfers in their design.	Two of the following are true or all are mostly true: - Student labels the different simple machines in their contraption. - Student labels energy types in their contraption. - Student uses arrows to identify 5 energy transfers in their design.	All of the following are true and well done: - Student labels the different simple machines in their contraption. - Student labels energy types in their contraption. - Student uses arrows to identify 5 energy transfers in their design.	X3
Simple Machines	- Student does not provide a separate document containing an explanation of the function of each of the 3-4 different simple machines included in their design.	- Student provides a separate document but does not provide detailed correct explanations of the function of each of the 3-4 different simple machines included in their design.	- Student provides a separate document containing a detailed correct explanation of some of the functions of the simple machines included in their design.	- Student provides a separate document containing a detailed correct explanation of the function of each of the 3-4 different simple machines included in their design	X2
Energy Types and Energy Transfers	None of the following are true: - Student correctly identifies the different energy types in their design. - Student correctly labels 5 energy transfers in their design. - Student correctly uses arrows to signify in which direction the transfer occurs.	One of the following are true: - Student correctly identifies the different energy types in their design. - Student correctly labels 5 energy transfers in their design. - Student correctly uses arrows to signify in which direction the transfer occurs.	Two of the following are true: - Student correctly identifies the different energy types in their design. - Student correctly labels 5 energy transfers in their design. - Student correctly uses arrows to signify in which direction the transfer occurs.	All of the following are true: - Student correctly identifies the different energy types in their design. - Student correctly labels 5 energy transfers in their design. - Student correctly uses arrows to signify in which direction the transfer occurs.	X2

Description of Energy Transfers	Student does not provide a separate document containing a description of energy transfers that occur in their contraption.	Student provides a separate document but does not provide detailed correct explanations of the energy transfers identified in the design.	Student provides a separate document containing a detailed correct explanation of some energy transfers identified in their design.	Student provides a separate document containing a detailed correct explanation of all energy transfers identified in their design.	X3
Sources	None of the following are true: - Student uses at least 2 applicable sources to support their claim. - Student uses only reliable sources. - Student has cited the sources used in a typed document separate from the design.	One of the following are true: - Student uses at least 2 applicable sources to support their claim. - Student uses only reliable sources. - Student has cited the sources used in a typed document separate from the design.	Two of the following are true: - Student uses at least 2 applicable sources to support their claim. - Student uses only reliable sources. - Student has cited the sources used in a typed document separate from the design.	All of the following are true: - Student uses at least 2 applicable sources to support their claim. - Student uses only reliable sources. - Student has cited the sources used in a typed document separate from the design.	X1

The 0-3 score for each criterion will be multiplied by the multiplier number in the final column then added together to find the final score.