Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_ #: \_\_\_\_\_\_\_

**NATIVE AMERICAN STEM PROJECT RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | NOT YET! (1 point) | GETTING THERE! (2 points) | GOT IT! (3 points) | ABOVE AND BEYOND! (4 points) |
| RESEARCH | The student did not complete research for the presentation. No notes were taken, or the notes were not sufficient to grasp the meaning of the material.  | The student did not use all of the resources to complete their research. Some notes were taken in the STEM journal.  | The student used all available resources to gather research notes. Notes were completed in the STEM journal.  | The student used all available resources to gather research notes. Organized and legible notes were taken in the STEM journal. Drawings and sketches are included.  |
| CONTENT KNOWLEDGE | The student shows no understanding of the concept. The student cannot verbalize any information about the tribe.  | The student is uncomfortable with the information and is only able to share rudimentary knowledge. The student heavily relies on notes to complete the presentation.  | The students shares information with minimal use of notes and displays a strong knowledge of their tribe’s food, shelter, and contributions to modern day.  | The student shares information confidently with minimal use of notes. The student displays a strong knowledge of their tribe’s food, shelter, and contributions to modern day.  |
| ACCURACY | There are four or more factual/mathematical errors in the completed project.  | There are 2-3 factual/mathematical errors in the completed project.  | There is one factual/mathematical error in the completed project.  | There are no factual/mathematical errors in the completed presentation or project.  |
| CREATIVITY | The project shows no creativity or the learner did not complete a model home.  | The project shows some use of creativity. The learner built a 3D visual that shows the basic structure of their tribe’s shelter.  | The student used many resources to build a 3D model of their tribe’s shelter. The learner included at least one detail element in their model.  | The student used many resources to build a 3D model of the tribe’s shelter. The learner included many detail elements including food sources and contributions to modern day.  |
| TEAMWORK | The student did not work with a group or did not contribute to the project.  | The student worked in a group and contributed something to the project.  | The student worked well in a group and contributed significantly to some parts of the project.  | The student worked well in a group and contributed significantly to all parts of the project.  |