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

**NATIVE AMERICAN STEM PROJECT RUBRIC**

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| --- | --- | --- | --- | --- |
|  | 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. |