

STEM – Design Thinking Rubric

Name: _____ Date: _____

CATEGORY	Distinguished (5 marks)	Effective (4 marks)	Satisfactory (3 mark)	Getting there (2 marks)	Needs Improvement (1 mark)	Self Assess	Teacher Assess
Critical Thinking Skills	Student designs something, tests their design and can convincingly explain their design including three or more positive and negative elements about their design.	Student designs something and can explain their design including one or two positive and negative elements of their design.	Student designs something and makes some statements to support their design. (some reasons may be unrelated)	Student designs something and can give one argument to support their design.	Student designs something.		
Personal and Social Skills	Student participates in a group in a collaborative and cooperative workspace. Student takes responsibility for their actions, plans, carries out investigations and acts as a leading learner.	Student participates in a group in a collaborative workspace. Student directs their own learning using social and personal skills.	Student is developing their social and personal capability, working with others collaboratively.	Student is asking questions and solving problems, sometimes with others.	Student is using some knowledge to make decisions.		
Literacy	Student can read and understand STEM instructions and articles which include STEM vocabulary. Student can compose a detailed STEM proposal that links information and ideas.	Student can understand STEM vocabulary to interpret articles. Student can use STEM vocabulary to write related text.	Student can identify some STEM vocabulary and can understand STEM text with guidance. Student includes their STEM vocabulary when writing text.	Student uses the STEM vocabulary provided to write text with some assistance.	Student is learning to communicate effectively with written and spoken text.		
Numeracy	Student can create, interpret, and evaluate models and diagrams. Student can evaluate and check given data. Student can solve complex problems including multiple problems in energy, velocity, and mass.	Student can draft and describe a diagram for a proposed idea. Student can compare data between two or more ideas and can solve problems using accurate measurements.	Student can understand a diagram and create a model with some assistance, explaining why unexpected results occur. Student can choose appropriate measurements to solve everyday problems.	Student can describe the characteristics of their proposal. Student can collect and compare data to describe their results and make calculations with data to estimate solutions.	Student understands the requirements and has some success creating a diagram or model.		
Total Score							