**Name: Date:**

**Prototype Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** |
| **Inquiry** Students should be using books, video links, and website links to find information about weather instruments. | Students did not complete basic research on constructive and destructive forces. | Students completed basic research with teacher support but did not record any of the information they discovered. | Students completed grade-level appropriate research and recorded some information they discovered with the help of the teacher. | Students completed grade-level appropriate research and recorded the important information they discovered with minimal help from the teacher. |
| **Critical Thinking****Creativity**Students should create a picture of what they would like the prototype to look like.  | Students have not included a reasonable plan for location and construction of the prototype. | Students’ drawings include a reasonable plan for location and construction of the prototype. | Students’ drawings include a reasonable plan for location and construction of the prototype. | Students’ drawings include a unique or creative plan for location and construction of the prototype. |
| **Standards Based Assessment** S5E1a. TSW identify and find examples of surface features caused by destructive processes.    | Majority of grade-appropriate surface features (caused by deconstructive forces) are missing or have inaccurate descriptions on the prototype. | Some grade appropriate surface features (caused by deconstructive forces) are missing or have inaccurate descriptions on the prototype.  | Grade-appropriate surface features (caused by deconstructive forces) are named and described on the prototype.  | Grade-appropriate examples of surface features (caused by deconstructive forces) are named and described with thorough detail on the prototype. |
| **Standards Based Assessment** S5E1c. Relate the role of technology and human intervention in the control of constructive and destructive processes.  | Grade-appropriate conclusions about technology and human intervention are missing or inaccurately described. | Some grade-appropriate conclusions about technology and human intervention are missing or have inaccurate descriptions. | Grade-appropriate conclusions about technology and human intervention are described. | Grade-appropriate conclusions about technology and human intervention are thoroughly described.  |