Designing a Video Game Controller for Someone with a Disability-Engineering and CAD for High School Rubric

	(4) Exceeds Expectations	(3) Meets Expectations	(2) Below Expectations	(1) Far Below Expectations	(0) Incomplete
Onshape Tutorial	Entire Onshape tutorial completed. Student demonstrates exemplary understanding of the concepts.	Entire Onshape tutorial completed. Student shows enough understanding to be able to move on and complete the project.	Most or all of the Onshape tutorial completed, but student shows a lack of understanding of important concepts required for successful manipulation of the app to meet project objectives.	Onshape tutorial not completed (or completed with little effort). Student demonstrates few of the skills needed to move forward in the project.	Onshape tutorial incomplete. Student does not have the understanding needed to move forward in the project.
Team Brainstorming/ Developing a Plan for the Prototype	Student actively participates in brainstorming and pre-planning. Student takes part in producing a well thought out sketch before starting the CAD process.	Student works with team to create a plan for a prototype and submits a sketch before starting the CAD process.	Student is part of a team that creates a plan and a sketch, but may not fully participate in the process.	Student participates very little in the team brainstorming and/or is part of a team that neglects to turn in a sketch.	Student does not participate in the brainstorming process.
Engineering the Prototype in Onshape	Student takes an active role in designing the prototype using Onshape. 3D printed prototype is functional and exceptionally well-suited to its task.	Student participated in the design of the prototype in Onshape. 3D printed part is functional.	Student may have let others in the team do most of the work in Onshape and/or part may not be functional.	Student did very little to assist the team in the creation of the 3D part design in Onshape.	Student did not contribute in a meaningful way to the creation of a 3D part in Onshape and/or team did not turn in a part for printing.
Testing of Prototype and Presentation of Results	Student actively engages in prototype testing with teammates and is able to explain the results. Student is able to discuss in detail and demonstrate the pros and cons of the prototype in terms of functionality and production cost.	Student works with the team to test the prototype and is able to explain the results of the tests. Student is able to discuss pros and cons of the prototype, but may not be able to get into the high level details of functionality and production cost.	Student shows only partial understanding of the results of prototype testing. Student may not have been actively engaged in prototype testing with the team and/or is not able to answer questions concerning functionality and production cost.	Student may not have participated in either the prototype testing or the presentation.	Student did not take part in any prototype testing or presentation.
Working in a Collaborative Team	Student takes an active role and makes a positive contribution to the team. Student is always engaged, reliable, and respectful of others in the team while presenting opinions, but is able to compromise when needed.	Student makes a positive impact on the team by taking an active role in the project from beginning to end.	Student is often not engaged in the project with teammates. Student shows lack of interest and/or is confrontational with other members of the team. Student may be unreliable.	Student allows others to do the majority of the work and is rarely engaged. Student may have withdrawn and knows little about the status of the team's progress.	Student does not work with the team. Student shows little to no involvement.
Contribution to Class Consensus Building	Student takes an active role in group consensus building by offering suggestions, presenting arguments, compromising when necessary and showing respect for others' opinions. Student regularly contributes to the group conversation.	Student engages meaningfully in group consensus building by offering suggestions, presenting arguments, compromising when necessary and showing respect for others' opinions.	Student is somewhat passive in engaging with others in the class. Student contributes periodically to the discussion, but offers little to build the class consensus.	Student offers very little to the class as they strive to design a working prototype and/or the student is confrontational or uncooperative.	Student does not contribute meaningfully to the group conversation.
				Total Score /24	Grade: _____
Comments:				Percentage: _____	