**Bowling with Forces Advertisement Rubric**

Task: Students work in small groups to create an advertisement promoting their devices and describing, (a) how their devices worked and (b) why their design worked better than some other devices (i.e. the number of books used and the ball size). Students can use multiple mediums to create their advertisements (e.g., tablets, video, posters, radio show skits).

K.PS2.2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull

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|  | **Exemplary (3)** | **Competent (2)** | **Developing (1)** |
| **Detail and Description** | Students developed an advertisement related to their ramp with *substantial detail* on how forces work in their design (push/ pull) | Students developed an advertisement related to their ramp with *some detail* explaining how forces work in their design (push/pull) | Students developed an advertisement related to their ramp but were *lacking detail* explaining how forces work in their design (push pull) |
| **Use of Data** | Student’s advertisement included data from their investigations to support their reasoning | Students advertisement included data from their investigation but it did not support their argument  | Students did not include data from their investigations in order to support their argument  |
| **Variables Addressed** | Students accurately addressed multiple variables that impacted the force exerted by their design (ball, ramp) | Students addressed at least one variable that impacted the force exerted by their design. (ball, ramp) | Students did not accurately address a variable that impacted the force exerted by their design (ball, ramp) |

Total Points Earned: \_\_\_\_\_\_\_\_\_\_\_