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| **Subject** | **Meets Criteria**  | **Close to Meeting Criteria**  | **Far from Meeting Criteria** |
| **Science** | Students depict the pull of gravity with their elevator and demonstrate how it affected their prototype.  | Students depict the pull of gravity with their prototype.  | Students do not depict the pull of gravity on their prototype.  |
| **Technology** | Students present their code to make their prototype complete the task in a timely manner.  | Students present a code to make their prototype move to the top floor. Students might need to start and stop the prototype multiple times to complete the task.  | Students do not present a code for their prototype.  |
| **Engineering**  | Students present their prototype as a solution to the inquiry. The prototype follows an iterative pattern to move to the third floor. Their explanation explains how they addressed failure points.  | Students present their prototype as a solution to the inquiry. The prototype somewhat follows a pattern to move to the third floor.  | Students present a prototype but do not present it as a solution to the inquiry.  |
| **Mathematics** | Students correctly develop a scaled model of the school floors. | Students develop a scaled model of the school floors but are off by 1-3 inches.  | Students develop a model of the school floors but are off by more than 3 inches.   |
| Students demonstrate the rotational movements of the prototype as coded movements. They are able to make predictions for the movements of their robot based on quantifying the movements. | Students demonstrate the rotational movements of prototype movements. | Students cannot demonstrate the rotational movements of prototypes. |