**Wrecking Ball Writing Rubric**

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|  | **4** | **3** | **2** | **1** |
| **Problem** | Student identifies the problem and articulates all significant components.  | N/A | Student identifies the problem but does not include all significant components (i.e. the goal of 5 layers). | Student is unable to identify the problem. |
| **Design** | Student is able to explain the design of the wrecking ball addressing all significant components of the problem and uses the vocabulary of pendulums. | Student is able to explain the design of the wrecking ball that addresses most of the significant components and uses most vocabulary of pendulums. | Student is able to explain the design of the wrecking ball that addresses some of the significant components and uses some vocabulary of pendulums. | Student is unable to explain the design of a wrecking ball and does not use the vocabulary of pendulums. |
| **Data** | Data from all 3 data sources (observations, group data sets, and the class graph) are used to support the design explanations. | Data from 2 out of the 3 data sources (observations, group data sets, and the class graph) are used to support the design explanations.  | Data is used in the design explanations but is inaccurate or does not make sense.  | Data is not used to support the design explanations. |
| **Language of Analysis** | Students uses the language of analysis throughout the explanation of their design.  | Students uses the language of analysis infrequently in the explanation of their design. | N/A | Student does not use the language of analysis in the explanation of their design.  |