

	Exemplary (4)	Proficient (3)	Progressing (2)	Beginner (1)	Points
Invention Process	<ul style="list-style-type: none"> <li>• Student effectively articulates all of the following:               <ul style="list-style-type: none"> <li>○ Identification of the problem and solution through the invention through creative and critical thinking.</li> <li>○ Brainstorming process and generation of original ideas.</li> <li>○ Research performed with significant time and effort.</li> <li>○ Intention of how the invention works and why they chose the materials they did to execute the invention.</li> <li>○ Explanation of the testing and refining process and what changes were made and why (iterations of the invention).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student articulates most of the following:               <ul style="list-style-type: none"> <li>○ Identification of the problem and solution through the invention through creative and/or critical thinking.</li> <li>○ Brainstorming process and generation of original ideas.</li> <li>○ Research performed with some time and effort.</li> <li>○ Intention of how the invention works and why they chose the materials they did to execute the invention.</li> <li>○ Explanation of the testing and refining process and what changes were made and why (iterations of the invention).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student mentions at least one of the following:               <ul style="list-style-type: none"> <li>○ Identification of the problem and solution through the invention through creative or critical thinking.</li> <li>○ Brainstorming process and generation of original ideas.</li> <li>○ Research performed with little time and effort.</li> <li>○ Intention of how the invention works and why they chose the materials they did to execute the invention.</li> <li>○ Explanation of the testing and refining process and what changes were made and why (iterations of the invention).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student does not articulate any aspect of the invention process.</li> <li>• Student does not report on research performed or testing and refining completed.</li> <li>• Student does not explain how the invention works or what materials were used in building the invention.</li> </ul>	<p>_____/</p> <p>4</p>
Invention Impact	<ul style="list-style-type: none"> <li>• Student thoroughly discusses market potential of the invention and assesses the scope</li> </ul>	<ul style="list-style-type: none"> <li>• Student discusses market potential of the invention and/or assesses the scope research done to</li> </ul>	<ul style="list-style-type: none"> <li>• Student briefly mentions market potential of the invention or assesses the scope research done to</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not discuss market potential of the invention or assess the scope research done to</li> </ul>	

	<p>research done to determine the likelihood of people using the invention.</p> <ul style="list-style-type: none"> <li>• Student effectively articulates why a consumer should buy/use the invention; how the product or service will add value or better solve the problem than similar offerings.</li> <li>• If applicable, student addresses the social impact of their invention.</li> <li>• Student demonstrates that their invention is unique and original, mentioning similar offerings and specifically highlights how their invention differs.</li> </ul>	<p>determine the likelihood of people using the invention.</p> <ul style="list-style-type: none"> <li>• Student summarizes why a consumer should buy/use the invention; how the product or service will add value or better solve the problem than similar offerings.</li> <li>• If applicable, student states the social impact of their invention.</li> <li>• Student demonstrates that their invention is unique and original and mentions similar offerings but does not highlight how their invention differs.</li> </ul>	<p>determine the likelihood of people using the invention.</p> <ul style="list-style-type: none"> <li>• Student briefly summarizes why a consumer should buy/use the invention; how the product or service will add value or better solve the problem than similar offerings.</li> <li>• If applicable, student states the social impact of their invention.</li> <li>• Student does not demonstrate that their invention is unique and original and/or mention similar offerings.</li> </ul>	<p>determine the likelihood of people using the invention.</p> <ul style="list-style-type: none"> <li>• Student does not include any reasons why their invention may be valuable to a user or as a solution to the identified problem.</li> <li>• If applicable, student does not address the social impact of their invention.</li> <li>• Student does not demonstrate that their invention is unique and original and does not mention similar offerings.</li> </ul>	<p>____/</p> <p>4</p>
Inventor Communication	<ul style="list-style-type: none"> <li>• Student includes the required information: name/s, grades/s, school name, city or town, state</li> <li>• Presentation is informative and precise and appropriate for the inventor's grade level and in the allotted time</li> <li>• Student communicates the challenges they encountered while completing the project</li> </ul>	<ul style="list-style-type: none"> <li>• Student includes some of the required information: name/s, grades/s, school name, city or town, state</li> <li>• Presentation is informative and appropriate for the inventor's grade level and in the allotted time</li> <li>• Student communicates the challenges they encountered while completing the project,</li> </ul>	<ul style="list-style-type: none"> <li>• Student includes at least one element of the required information: name/s, grades/s, school name, city or town, state</li> <li>• Presentation is somewhat informative or is inappropriate for the inventor's grade level and in the allotted time</li> <li>• Student does not communicate the challenges they encountered while</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not include any of the required information: name/s, grades/s, school name, city or town, state</li> <li>• Presentation is not informative and inappropriate for the inventor's grade level and in the allotted time</li> <li>• Student does not communicate the challenges they</li> </ul>	<p>____/</p> <p>4</p>

	and how these challenges were addressed.	but does not talk about how they were addressed.	completing the project.	encountered while completing the project.	
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