Rubric for STEM Unit

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| **Criteria** | **1** | **2** | **3** | **4** |
| Unit is linked to grade level SCIENCE core objective and ILO. | Unit is loosely related to grade level core objective or ILO. | Unit can be linked to a single core objective or ILO but connection is incomplete. | Unit is related in a substantial way to a stated core objective and ILO but lacks depth. | Unit provides essential content and ILO links supporting a stated core objective. |
| Unit is linked to a grade level MATHEMATICS core standard and practice. | Unit does not incorporate a grade level core standard and/or practice standards. | Unit can be linked to a single core standard or practice. | Unit incorporates a grade level core standard or practice but lacks depth. | Unit incorporates essential content and mathematic practices for a grade level core standard and practice. |
| Unit is linked to grade level ENGLISH LANGUAGE ARTS Core Standards and includes narrative text, informational text, instructions, speaking and/or writing | Only one ELA standard is addressed. | Two ELA standards are included. | Three ELA standards are developed. | 4-5 ELA standards are connected to the unit. |
| Unit requires students to broaden their knowledge of ENGINEERING fields. | Engineering is mentioned but the specific field is not identified. | Engineering field is identified but not defined or examples provided. | Engineering field is identified and defined but examples are not provided. | Engineering field is identified and defined and examples are provided. |
| Unit instruction allows science and mathematics skills to be explained and reinforced. | Instruction of mathematics and science content is not adequate to prepare students for the lesson. | Instruction of science and mathematics content allows students to understand at a basic level. | Instruction of science and mathematics concepts allows students to understand on an adequate level. | Instruction of science and mathematics allows students to understand concepts on an advanced level. |
| Unit requires students to engineer a TECHNOLOGY in the search for a solution to a question. | Students use a technology to answer a question. | Students model an existing engineering design or technology. | Students create a technological design to answer a question. | Students demonstrate engineering concepts as they create a problem- solving technology. |