NAME: DATE: CLASS:

Upcycled Product Design Rubric

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| **Objective** | **Exemplary**  **3D** | **Mastery**  **3** | **Developing**  **2** | **Needs Support**  **1** | **Comments** |
| **Demonstrates knowledge** | Student can describe in detail at any point during the process how s/he envisions the final product and how they intend to reach their goal. | Student demonstrates that he or she thoroughly understands the principles of upcycling. | Student demonstrates that he or she mainly understands the principles of upcycling. | Student demonstrates that he or she has a limited understanding of the principles of  upcycling. |  |
| **Craftsmanship**  **Shows originality** | Design is unique, and displays elements that are totally their own. Evidence of detail, pattern or unique applications. | Student shows remarkable creativity in this highly original work. | Student shows some creativity in this work. | Student could use some support in showing creativity and developing  original work. |  |
| **Shows diligence** | Class time was used wisely. Much time and effort went into the planning and design of the project. | Student clearly planned and thought carefully about this project; the product is well thought out and designed. | Product shows evidence of some planning and refining. | Product shows little evidence of planning or refining. |  |
| **Creates functional product** | Student has taken the technique being studied and applied it in a way that is totally his/her own work. Product clearly has a function. | Product clearly has a function; it will be appreciated/used after the competition. | Product has some functionality and is likely to be appreciated/used after the competition. | Functionality of product is not clear or obvious; it likely will not be used after the  competition. |  |
| **Communicates understanding** | Student can orally summarize the project to fully convey what he or she learned about upcycling. Subject area mastery is demonstrated through end result project. | Student can orally summarize the project to fully convey what he or she learned about upcycling. | Student can orally summarize the project to convey some understanding of what he or she learned about  upcycling. | Student could use some practice and support to better share knowledge orally. |  |

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