**Rubric**

This rubric is designed to help teachers assess the effectiveness and engagement of students during making activities in a clear and structured way. It focuses on multiple aspects of the students' work, from creativity and problem-solving to collaboration and project completion.

**How to Use the Rubric:**

1. **Review the Criteria**: Each section of the rubric evaluates a different part of the student's involvement in the making activity. These include creativity, teamwork, the use of tools, problem-solving, and overall effort. Read through the descriptions to understand what each level of achievement (Excellent, Good, Satisfactory, Needs Improvement) looks like.
2. **Observe During the Activity**: As students work on their projects, take note of their performance in each area. Observe how they approach the task, use the materials, interact with others, and present their work. Make sure to assess both the final product and the process that led to it.
3. **Score Each Criterion**: For each of the eight criteria, give the student a score between 1 (Needs Improvement) and 4 (Excellent). Consider their individual progress and participation, and be sure to give fair and consistent feedback based on the observable actions and behaviours during the activity.
4. **Provide Feedback**: After scoring, provide constructive feedback to the students, emphasizing their strengths and offering suggestions for areas of improvement. This feedback will help them understand where they can grow and how they can better engage with future making activities.
5. **Total Score**: At the end of the activity, tally the scores to get a total. Use the total to help guide further discussions with the students about their learning process. This overall score can also be used to track progress across multiple making activities throughout the year.

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| Criteria | Excellent (4) | Good (3) | Satisfactory (2) | |  | | --- | | **Needs Improvement (1)** | |
| Creativity & Originality | Demonstrates exceptional creativity and originality in design and problem-solving. | Shows creativity and originality with some unique elements in the project. | Demonstrates basic creativity with some originality, but the project is somewhat conventional. | Lacks creativity and originality; follows instructions without adding personal ideas. |
| Completion of the Project | The project is fully completed with all elements thoughtfully executed. | Most of the project is completed, but some details are missing or not fully developed. | The project is partially completed, missing key elements or functionality. | The project is incomplete or barely started, missing major elements. |
| Problem-Solving & Critical Thinking | Shows excellent problem-solving skills, making effective adjustments during the activity. | Solves problems effectively, but requires some help or time to find solutions. | Struggles with problem-solving; needs support to resolve challenges. | Shows little to no problem-solving effort; requires constant support to move forward. |
| Collaboration & Teamwork | Actively contributes to group work, listens to others, and respects different ideas. | Participates in group work, listens to others, but may not fully engage in collaboration. | Participates minimally in group work and struggles to engage with others. | Does not participate in group work; does not listen or collaborate effectively. |
| Use of Tools & Materials | Demonstrates excellent use of tools and materials, following safety protocols with precision. | Uses tools and materials correctly with occasional guidance or reminders. | Uses tools and materials with limited accuracy or occasional mistakes, needs reminders about safety. | Struggles to use tools correctly; frequently requires assistance and fails to follow safety guidelines. |
| Effort & Engagement | Consistently focused, motivated, and enthusiastic throughout the activity. | Engaged in the activity most of the time but occasionally loses focus. | Sometimes disengaged, requiring reminders to stay on task. | Frequently disengaged or distracted; minimal effort put into the activity. |
| Presentation & Communication | Presents the project clearly and confidently, explaining choices and the process in detail. | Presents the project well, with some explanation of choices and the process. | Presents the project but struggles to explain choices or the process clearly. | Struggles to present the project; unable to explain choices or the process. |
| Inclusivity & Support | Actively supports classmates, offering help and encouraging participation. | Supports classmates when needed and contributes to an inclusive environment. | Occasionally helps others but does not actively promote an inclusive environment. | Does not engage with or support classmates, missing opportunities to create an inclusive environment. |

**Total Score:**

* **28-32 points:** Outstanding performance in the making activity, demonstrating creativity, teamwork, and problem-solving skills.
* **20-27 points:** Good performance, with some areas to improve in creativity or teamwork.
* **12-19 points:** Adequate performance, but several areas need improvement (e.g., problem-solving, engagement, or completion).
* **Below 12 points:** Needs significant improvement in multiple areas (e.g., engagement, collaboration, or project completion).