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| **Zhu Zhu Pet Grading Rubric** | | | |
|  | **3 Expert Engineer** | **2 Assistant Engineer** | **1 Junior Engineer** |
| **Ask and Explain** | Student actively contributed ideas that showed relevant understanding of the challenge, including Zhu Zhu size, shape, and behavior, material options, and constraints. | Student contributed limited ideas, partially understood the challenge and/or partially adhered to the constraints. | Student did not contribute ideas, the ideas were unrealistic, or they did not follow the activity constraints. |
| **Plan and Draw** | Student created a labeled drawing showing every part of the trap, the trap had a reasonable and unique design that would hold a Zhu Zhu and used appropriate materials. | Student created a partially labeled drawing with some detail, the trap design seemed reasonable if not unique, and used appropriate materials. | Student created drawings that lacked detail or labeling, the trap design was unrealistic or unclear how it would work or used too many materials (went over budget). |
| **Build Prototype** | Student used their drawing to guide construction but may have made small adjustments during the building process as they saw a potential issue arise. | Student used their design most of the time to guide construction but made ineffective alterations during the building process to address potential flaws. | Student barely used their design to guide their building, did not make adjustments during the building process to address foreseeable problems. |
| **Collaboration** | Student listened respectfully, compromised with teammates, was fully engaged, and used time efficiently. | Student listened respectfully but had difficulty with compromises or was partially engaged. | Student did not engage with the group or was easily distracted, was not respectful, would not compromise, or wasted time on irrelevant topics. |