

STEAM Rubric

	Emerging	Approaching	Proficient	Distinguished
Connection To Theme SUSTAINABILITY	Project demonstrates limited connection to theme.	Project clearly demonstrates connection to theme.	Project clearly demonstrates connection to the theme and student(s) can articulate that connection.	Project demonstrates connection to the theme in a novel or extended way and student(s) can articulate that connection.
Purpose	Project has no clear purpose.	Project's only purpose is exhibition at the showcase.	Project has a purpose beyond exhibition at the showcase.	Project has a clearly defined purpose beyond exhibition at the showcase that has the potential to impact an entity beyond the student's immediate sphere.
Integration	Project includes only one STEAM area.	Project includes two or more STEAM areas, but they are separate.	Two or more STEAM areas are integrated in a way that enhances the overall project.	Symbiotic integration of all STEAM areas is evident and vital to the overall project.
Process Is Articulated	One of the following elements of the process are evident in : <ul style="list-style-type: none"> ● Documentation ● Organization ● Reflection ● Incorporation of feedback 	Two of the following elements of the process are evident: <ul style="list-style-type: none"> ● Documentation ● Organization ● Reflection ● Incorporation of feedback 	Threet of the following elements of the process are evident: <ul style="list-style-type: none"> ● Documentation ● Organization ● Reflection ● Incorporation of feedback 	All of the following elements of the process are evident: <ul style="list-style-type: none"> ● Documentation ● Organization ● Reflection ● Incorporation of feedback
Content Mastery	Project demonstrates limited understanding of relevant curricular content.	Project demonstrates understanding of relevant curricular content.	Project demonstrates understanding of relevant curricular content and its applications. Student can articulate how his/her design relates to the curricular content.	Project demonstrates understanding of relevant curricular content and its applications. Student(s) can articulate how his/her design enhances others' understanding of content.
Exhibition/Advocacy	Artifact/product exhibited	Artifact/product exhibited and some explanation given.	Artifact/product exhibited and detailed explanation given demonstrating some understanding of process and product connections. Advocacy is incorporated in the exhibit.	Artifact/product exhibited and detailed explanation given demonstrating full understanding of process and product connections. Advocacy and a call to action is incorporated in the exhibit.