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|  | | **Expert** | **Skilful** | | **Capable** | | **Amateur** | | **Beginner** | |
| **Creativity**   Uniqueness of idea | * The students created a very original idea or put a fantastic new twist on an existing concept. * It is a unique and exciting idea. | | | * The students created an original idea or put a new twist on an existing concept. * It is a very interesting idea. | | * The students created an autonomous robot solution, but there are already 1-2 others that do the same thing. * The idea is attractive, but predictable. | | * The students' robotic function is slightly like more than 2 other robotic functions which already exist. | | * The students' robotic function is very common and is not unique in any way. |
| **Intended Use**   How will your solution help the environment?  What will people use it for? | * Clear, detailed and in-depth explanation of how the robot will be used and how it will work. | | | * Detailed explanation of how the robot will be used and how it will work. | | * Explanation of how the robot will be used and how it will work. | | * Unclear and/or vague explanation of how the robot will be used and how it will work. | | * No explanation of how the robot will be used or how it will work. |
| **Visual/**  **Presentation/ Representation**   Drawing, model, sketch, PowerPoint, etc... | * Elaborate and attractive representation with clearly labelled parts. * All items drawn to scale. * Stood upright and appeared confident throughout. Avoided rocking, shifting, and other nervous behaviour. * Made eye contact throughout the audience | | | * Attractive with clearly labelled parts. * Some items drawn to scale. Posture was good for most of the presentation. * Made eye contact numerous times during presentation. * Did not rely too heavily on notes or visual aids. | | * Representation has most of the parts included/ explained. * Sometimes rocked, shifted, or appeared uncomfortable. * Made occasional eye contact with one or two audience members. * Did not rely too heavily on notes or visual aids. | | * A simple representation of the business. Posture was poor. Slouched, shifted from foot to foot, and appeared very uncomfortable. Made almost no eye contact with the audience. * Looked down or at notes or visual aids. | | * No visual or presentation representation. |
| **Presentation of information**   How are you presenting your information? Is it interesting? | * The format for presenting information is appropriate and creative. * Students are very engaged with the product, and presentation includes information on all necessary components. | | | * The format for the presenting information is appropriate, it is creative. * Most students are engaged with the product. | | * The format for presenting information is appropriate, somewhat creative, somewhat engaging, and/or includes most of the required components. | | * The presentation format makes some sense. * The presentation is basic and not creative. * Missing some components. | | * The presentation does not make sense for the invention. * Lacking many key components. |
| **Grammar/ Punctuation/ Spelling** | * All written materials use appropriate grammar, punctuation, and spelling. | | | * Most of the written materials use appropriate grammar, punctuation, and spelling. | | * Some of the written materials use appropriate grammar, punctuation, and spelling. | | * Work is difficult to understand because of poor spelling, grammar, or punctuation. | | * Work cannot be read because there are too many errors. |
| **Effort/**  **Neatness/ Teamwork**   Did you do your best work? | * Evidence of great effort and time put into the project. * Work is extremely neat and easy to follow/understand. * Above and beyond teamwork. | | | * Evidence of effort put into the project. * Work is generally neat and clear. * Clear and precise teamwork | | * Evidence of effort put into the project. * Work is a bit untidy. * Two members worked together. | | * Some evident of effort because students did the project but needs some work. * Work is a bit untidy and not easy to follow. * Minimal teamwork | | * Very little evidence of effort. * Work is unclear and messy. * No teamwork |