Engineering Design Challenge	4	3.2	2.8	2.4	1 Trauma Informed Practice
Design Challenge	Contains all the required elements. Information is consistent with the design challenge schema	Contains most required elements. Information is consistent with the design challenge schema	Contains some required elements, or information is not logical or consistent with design challenge schema	Missing many required elements. Information is not logical and consistent design challenge schema	Student was present in class but did not complete challenge.
A/V Presentation	Contains all the required elements. Information is consistent with the design challenge schema	Contains most required elements. Information is consistent with the design challenge schema	Contains some required elements, or information is not logical or consistent with design challenge schema	Missing many required elements. Information is not logical and consistent design challenge schema	Student was present in class but did not complete A/V Presentation.
Attitude/Effort	Consistently ready to participate. Prepared with all materials. Supports and encourages peers. Always puts forth best effort.	Ready to participate. Comes with a positive attitude. May need initial prompt to get out materials and remain on task.	Will participate with prodding. Able to change to a more positive attitude with no more than two prompts. Some materials are missing.	Participates with support from support staff and multiple prompts. Needs multiple prompts to collect materials and remain in designated area.	Refuses to participate.
Initiative	Works independently. Asks for help when needed. Consistently goes beyond expectations. Independently revises work as problems arise.	May need initial prompt to work independently. Regularly asks for help. May need one prompt to revise work when problems arise.	Inconsistent engagements. Needs at least two prompts to work independently. Needs multiple prompts/clues to revise work.	Inattentive and distracted. Out of assigned area. Does not ask for help, or insistent on help form peers or staff. Needs multiple prompts to remain focused and on task or to revise work.	Refuses to work.

	Very Creative (4)	Creative (3.2)	Ordinary/routine (2.8)	Imitative (2.4)	Trauma Informed Practice
			Creativity Rubric (Brookhart,2013)		
Variety of Ideas and Contexts	Ideas represent a startling variety of important concepts from different contexts or disciplines.	Ideas represent important concepts from different contexts or disciplines.	Ideas represent important concepts from the same or similar contexts or disciplines.	Ideas do not represent important concepts.	Not Applicable due to scaffolding
Variety of Sources	Created product draws on a wide variety of sources, including different texts, media, resource persons, or personal experiences.	Created product draws on a variety of sources, including different texts, media, resource persons, or personal experiences.	Created product draws on a limited set of sources and media.	Created product draws on only one source or on sources that are not trustworthy or appropriate.	Not applicable due to scaffolding
Combining Ideas	Ideas are combined in original and surprising ways to solve a problem, address an issue, or make something new.	Ideas are combined in original ways to solve a problem, address an issue, or make something new.	Ideas are combined in ways that are derived from the thinking of others (for example, of the authors in sources consulted).	Ideas are copied or restated from the sources consulted.	Not applicable due to scaffolding
Communicating Something New	Created product is interesting, new, or helpful, making an original contribution that includes identifying a previously unknown problem, issue, or purpose.	Created product is interesting, new, or helpful, making an original contribution for its intended purpose (for example, solving a problem or addressing an issue).	Created product serves its intended purpose (for example, solving a problem or addressing an issue).	Created product does not serve its intended purpose (for example, solving a problem or addressing an issue).	Not applicable due to scaffolding

References:

Brookhart, S. (2013, February). *Assessing creativity - Educational leadership*. ASCD. http://www.ascd.org/publications/educational-leadership/feb13/vol70/num05/Assessing-Creativity.aspx