

	Exemplary (4)	Proficient (3)	Progressing (2)	Beginner (1)	Points
Invention Process	 Student effectively articulates all of the following: Identification of the problem and solution through the invention through creative and critical thinking. Brainstorming process and generation of original ideas. Research performed with significant time and effort. Intention of how the invention works and why they chose the materials they did to execute the invention. Explanation of the testing and refining process and what changes were made and why (iterations of the invention). 	 Student articulates most of the following: Identification of the problem and solution through the invention through creative and/or critical thinking. Brainstorming process and generation of original ideas. Research performed with some time and effort. Intention of how the invention works and why they chose the materials they did to execute the invention. Explanation of the testing and refining process and what changes were made and why (iterations of the invention). 	 Student mentions at least one of the following: Identification of the problem and solution through the invention through creative or critical thinking. Brainstorming process and generation of original ideas. Research performed with little time and effort. Intention of how the invention works and why they chose the materials they did to execute the invention. Explanation of the testing and refining process and what changes were made and why (iterations of the invention). 	 Student does not articulate any aspect of the invention process. Student does not report on research performed or testing and refining completed. Student does not explain how the invention works or what materials were used in building the invention. 	/
Invention Impact	• Student thoroughly discusses market potential of the invention and assesses the scope	 Student discusses market potential of the invention and/or assesses the scope research done to 	 Student briefly mentions market potential of the invention or assesses the scope research done to 	 Student does not discuss market potential of the invention or assess the scope research done to 	

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	research done to	determine the likelihood	determine the likelihood of	determine the likelihood	/
	determine the likelihood	of people using the	people using the invention.	of people using the	4
	of people using the	invention.	 Student briefly summarizes 	invention.	4
	invention.	 Student summarizes why a 	why a consumer should	 Student does not include 	
	 Student effectively 	consumer should buy/use	buy/use the invention; how	any reasons why their	
	articulates why a	the invention; how the	the product or service will	invention may be valuable	
	consumer should buy/use	product or service will add	add value or better solve the	to a user or as a solution to	
	the invention; how the	value or better solve the	problem than similar	the identified problem.	
	product or service will add	problem than similar	offerings.	 If applicable, student does 	
	value or better solve the	offerings.	 If applicable, student states 	not address the social	
	problem than similar	 If applicable, student 	the social impact of their	impact of their invention.	
	offerings.	states the social impact of	invention.	 Student does not 	
	 If applicable, student 	their invention.	 Student does not 	demonstrate that their	
	addresses the social	 Student demonstrates 	demonstrate that their	invention is unique and	
	impact of their invention.	that their invention is	invention is unique and	original and does not	
	 Student demonstrates 	unique and original and	original and/or mention	mention similar offerings.	
	that their invention is	mentions similar offerings	similar offerings.		
	unique and original,	but does not highlight how			
	mentioning similar	their invention differs.			
	offerings and specifically				
	highlights how their				
	invention differs.				
Inventor	 Student includes the 	• Student includes some of	 Student includes at least one 	• Student does not include	
Communication	required information:	the required information:	element of the required	any of the required	
communication	name/s, grades/s, school	name/s, grades/s, school	information: name/s,	information: name/s,	
	name, city or town, state	name, city or town, state	grades/s, school name, city	grades/s, school name,	/
	 Presentation is 	 Presentation is 	or town, state	city or town, state	4
	informative and precise	informative and	 Presentation is somewhat 	 Presentation is not 	-
	and appropriate for the	appropriate for the	informative or is	informative and	
	inventor's grade level and	inventor's grade level and	inappropriate for the	inappropriate for the	
	in the allotted time	in the allotted time	inventor's grade level and in	inventor's grade level and	
	 Student communicates 	 Student communicates 	the allotted time	in the allotted time	
	the challenges they	the challenges they	 Student does not 	 Student does not 	
	encountered while	encountered while	communicate the challenges	communicate the	
	completing the project	completing the project,	they encountered while	challenges they	

and	how these challenges	but does not talk about	completing the project.	encountered while	
were	e addressed.	how they were addressed.		completing the project.	