



BIOMIMICRY RUBRIC

Section	4	3	2	1	0
<i>A. Articulate the rationale behind the use of biomimetic design</i>	Student clearly articulates the rationale behind the use of biomimetic design using real world-examples.	Student articulates the rationale behind the use of biomimetic design with some real-world examples.	Student articulates the rationale behind the use of biomimetic design but description is lacking or includes no real-world examples.	Student incorrectly articulates the rationale behind the use of biomimetic design. Includes no examples.	Student does not attempt to articulate the rationale behind biomimetic design.
<i>B. Identifies components of the design process</i>	Student can identify all components of the design process	Student can identify most components of the design process	Student can identify some components of the design process	Student can identify few components of the design process	Student can identify no components of the design process
<i>C. Design a shelter using a target region or species for inspiration</i>	Design shows a clear connection to the target region or species and is scientifically accurate. Design is very specific and includes measurements and materials.	Design shows a connection to the target region or species with few inaccuracies. Design includes measurements and materials	Design shows some connection to the target region or species with some inaccuracy. Measurements are incomplete. Includes materials.	Design shows little connection to the target region or species and is very inaccurate. Materials are missing or measurements are missing.	No design
<i>D. Describes rationale behind design</i>	Rationale is complete and based on scientific thinking and past experience. Student can describe rationale throughout the entire design process.	Rationale is complete and based on past experience and scientific explanation but logic is somewhat unclear or missing at the start of the process	Rationale is lacking scientific thinking or a basis in prior experience but shows effort	Rationale is lacking scientific thinking and basis in past experience and shows little effort	Totally lacking in rationale

<p><i>E. Articulate connections between this activity and real-world applications</i></p>	<p>Student can describe in detail connections between these activities and real-world applications of biomimetic design</p>	<p>Student can describe connections between these activities and real-world examples of biomimetic design</p>	<p>Student can describe few connections between these activities and real-world examples of biomimetic design</p>	<p>Student can incorrectly describes connections between these activities and practical applications</p>	<p>Student can describe no connections between these activities and practical applications</p>
<p><i>F. Reflect on shelter design and propose revisions</i></p>	<p>Student is able to reflect throughout the process. Final reflection shows clear effort and revisions are detailed and show a clear connection to the original design.</p>	<p>Student is able to reflect throughout the process. Final reflection shows effort and revisions show a connection to the original design.</p>	<p>Student is able to reflect throughout the process. Final reflection is somewhat connected to the original design, but connection could be stronger.</p>	<p>Student does not reflect on the entire process. Revisions show little effort.</p>	<p>No reflection</p>

Section	Score	Weight	Weighted Score
A		x2	
B		x1	
C		x3	
D		x2	
E		x1	
F		x3	
	Total Weighted Score		48 max
	Final score (%)= (Total weighted score/48)x100		