

## Building Bridges Rubric

Category	1	2	3	4
<b>Research</b>	Student has conducted little or no research. Unable to identify forces that affect bridges and doesn't have a perspective on reasons for bridge design.	Slight understanding of reasons for bridge design. Can identify 2 types of bridges in NY.	Information is taken from some sources, student can identify 2 forces that affect their bridge, some historical perspectives and some reasons for bridge design are noted. Can identify 4 bridge types in NY.	Information is taken from multiple sources. Students can identify all forces that affect their bridge, identify historical perspectives, reasons for the bridge design and can identify at least 5 bridge types in NY.
<b>Plan</b>	Plan is not drawn to scale. Materials are not identified.	Plan has some materials labeled. Some parts are drawn to scale.	Most materials are labeled. Most of the bridge is drawn to scale.	Outstanding design. Covered all requirements: design is labeled, drawn to scale and proper building material is used.
<b>Completed Bridge</b>	Group did not stay within the budget. Bridge cannot support 5g. Bridge is not constructed to scaled plan.	Group did not stay within the budget, slightly over. Bridge can support 10g or under for less than 5 mins.	Group stayed within the budget. Bridge supported just under 15g and just under 5 mins. Bridge is somewhat constructed to scaled plan.	Stayed within budget. Bridge can hold 15g or more for 5 minutes or more. Bridge is constructed to scale and is aesthetically pleasing.

<b>Teamwork</b>	All tasks were not completed. 2 or more students did not follow assigned tasks. Tension within the group.	Some tasks were completed. Some ideas were incorporated into design and construction.	Most members completed their tasks. Most ideas were incorporated into design and construction.	All members completed their tasks. They listened to each other's ideas and incorporated them into design and construction.