

Pop-Up Cards Rubric

Standards	Lesson Objectives	Advanced 3 Points	Intermediate 2 Points	Beginner 1 Point	Points
<i>ITEE- 8:C & D; 9:C,D & E</i> <i>FAB-DESIGN.1</i> <i>FAB-MODELING.1&2</i>	Design Thinking Process	Demonstrates a good understanding of two-dimensional design principles. Exercise design thinking to brainstorm, plan, and execute multiple designs that will successfully create three-dimensional cards. Is able to use this process to create a final design through iteration of developing multiple designs.	Demonstrates an understanding of two-dimensional design principles. Exercises design thinking to brainstorm, plan, and execute a design that will successfully create a three-dimensional card. Develops more than one design.	Demonstrates some understanding of two-dimensional design principles. Uses some design thinking skills to create a design that may successfully create a three-dimensional card. Develops one design.	
<i>ITEE - 12: D, E, & F</i> <i>FAB-DESIGN.1</i> <i>FAB-PROGRAMMING.1</i> <i>FAB-MODELING.1&2</i>	Using Computer Aided Design Software (CAD)	Follows along with instruction, is able to use tools taught, and anticipate next steps. Creates a design with detailed thought that reflects their personal interests or aesthetic preferences. Is able to learn more tools than those taught and can redesign without assistance.	Follows along with instruction and is able to use tools taught. Creates a design similar to instructors with some thought that reflects their personal interests or aesthetic preferences. Is able to redesign using the same steps taught with little to no assistance.	Completes steps with minimal design thought and needs instructors direct guidance for tool use. Needs assistance with redesign.	
<i>FAB-DESIGN.1</i> <i>FAB-MODELING.1&2</i>	Paper Engineering Principles	Demonstrates a good understanding of the principles of paper engineering, including cuts, creases, and mechanisms. Define, differentiate between, and manipulate mountain and valley folds. Understand the roles pushes and pulls play in paper pop-ups and provide examples of similar forces at work in the real world.	Demonstrate an understanding of the principles of paper engineering, including cuts, creases, and mechanisms. Define and manipulate mountain and valley folds. Understand the roles pushes and pulls play in paper pop-ups.	Demonstrates some understanding of the principles of paper engineering, cuts, creases, or mechanisms.	
<i>FAB-DESIGN.1</i> <i>FAB-DESIGN.2</i>	Constructive Feedback	Is able to give, receive, and incorporate constructive feedback. Actively seeks feedback from peers and instructors. Is able to hold discussions to explain choices or is able to explain why offered changes are not needed. (Can defend design choice)	Is able to give, receive, and/or incorporate constructive feedback.	Struggles to give, receive, or incorporate constructive feedback.	
<i>ITEE - 11: I, J, & K</i> <i>FAB-DESIGN.1</i>	Communication	Able to communicate design choices based on what they wish to convey and to whom their audience is, and is able to identify constraints on design and materials used.	Able to communicate design choices based on what they wish to convey and/or to whom. Is able to identify constraints on design or materials used.	Attempts to communicate design choices. Is not able to identify constraints on design or materials used.	
Point System Key:		11 - 15 Points	6 - 10 Points	1 - 5 Points	Total: