# Marking Rubric – Eating Safely

Design and Technologies – Design a tool for ice-break that will stop the water from getting onto food in lunchboxes when ice-bricks melt.

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| GRADE | AExemplary | BExceeds Requirements | CMeets Requirements | DLess than required | EInadequate |
| Uses Safe handling procedures of different tools and equipment | Student used outstanding safe handling procedures of all tools and equipment used. | Student has a good understanding of nearly all safe handling procedures of all tools and equipment used. | Student tried to use safe handling procedures of the tools and equipment used. | Student used inappropriate safe handling procedures of the tools and equipment used. | Student was very inappropriate with the safe handling procedures of the tools and equipment used. |
| Selects the correct tools and materials for the procedure students are making: waterproof | Student always selected the right tools leading to waterproofing the ice-brick. | Student selected some of the right tools leading to waterproofing the ice-brick. | Students identified 1 material and 1 tool that lead to waterproofing the ice-brick without assistance. | Student selected 1 material and 1 tool with assistance leading to waterproofing the ice-brick. | Student was only able to select the right tools leading to waterproofing the ice-brick with lots of assistance. |
| Impact of food guides on the design solution. | Has a very clear understanding of all of the food guides expectations when designing the ice-brick solution. | Student has a good understanding of the food guides expectations when designing the ice-brick solution. | Student tried to use some of the food guides expectations when designing the ice-brick solution. | Student used inappropriate food guide expectations when designing the ice-brick solution. | Student offered very little or no food guide expectations when designing the ice-brick solution. |
| The technology design solved the problem of water getting on the food in the lunchbox. | Yes, the technology design very clearly solved the water getting on the food problem in the lunchbox. |  |  |  | No, the technology design di not solved the water getting on the food problem in the lunchbox. |
| Presentation of the technology design to the audience. | Excellent presentation, knew material well (little or no palm cards used), entertaining, engaging and very clearly spoken. Interacted well in a group presentation. | Good presentation. Student knew material (palm cards used sometimes), entertaining, engaging and clearly spoken. Interacted confidently in a group presentation. | Presentation done well. Student used palm cards to read material, engaging and spoke well. Student interacted in a group presentation. | Presentation was done. Students used palm cards but was not confident of material on them. Student was sometimes hard to understand. Student did not engage with other students in the presentation well. | Presentation was done or not done to an unsatisfactory standard. Student did not read material well, student was hard to understand. Student did not make any attempt to make the presentation entertaining. Student did not work cooperatively in the group presentation. |
| Design tools sustainability on the environment – biodegradable, recyclable etc.  | Outstanding, student was able to label the design tools sustainability on the environment for each material used. | Good understanding, student was able to label the designs tools sustainability on the environment for the materials used bar one. | Satisfactory understanding of the design tools sustainability on the environment for most of the materials used in the design. | Student tried to connect the design tools sustainability on the environment but some materials were not aligned incorrectly.  | Unsatisfactory understanding, student did not label the designs tools sustainability on the environment for any of the materials used. |
| Timing of presentation: no longer than 2 minutes and more than 1 minute | Yes – between 1 and 2 minutes |  |  |  | No – Was either under 1 minutes or over 2 minutes |