

# Quality Review Rubric for engineering content

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Grade level: \_\_\_\_\_

 unit  lesson  activity

 Author: \_\_\_\_\_  Approved  Rejected

 Engineering category assigned:  Relating science and/or math concept(s) to engineering  
 Engineering analysis or partial design OR  Full engineering design process

Section A: Engineering Motivation	Yes	Yes with modification (please explain)	No (please explain)
a. Does this activity require students to relate STEM concept(s) to an authentic problem in everyday life in the <i>procedure</i> or <i>assessment</i> sections? ( <i>Relate</i> might include asking for examples of real-world applications or requiring students to solve a real-world problem using the concept.)			
b. In the procedure and/or assessment sections, does the author clearly convey in the <i>engineering connection</i> ways in which students might relate STEM concept(s) to a real-world problem?			

Section B: Engineering Concepts	Yes	Yes with modification (please explain)	No (please explain)
a. Does the activity <i>include a systematic and detailed examination</i> that incorporates math skills to define problems, predict performance, determine economic feasibility, evaluate alternatives, analyze mathematical models, and/or investigate failures?			
b. Does the activity require students to identify appropriate <i>materials and tools</i> for their designs based on specific properties and characteristics?			
c. Does the activity require students to determine the best possible solution to a technical problem while <i>balancing competing or conflicting factors</i> (specifications and constraints) and trade-offs?			
d. Does the activity require students to examine the more <i>abstract impacts</i> of engineering products or processes on individuals, society and the environment? (May also include environmental, ethical, economical, social, and political realities and impacts.)			

Section C: Engineering Design Process	Yes	Yes with modification (please explain)	No (please explain)
a. Does the activity require students to <i>define the problem</i> and describe the performance standards by which a design is evaluated? (May include quantitative and qualitative requirements such as size, weight, time, cost, life cycle, function, safety, color, etc.)			
b. Does the activity require students to <i>gather and research information</i> to solve the problem? (May include Internet/library research, conducting experiments, examining scientific or math concepts to understand how to apply them, etc.)			
c. Does the activity require students to evaluate each proposed solution to			

	<i>determine which solution best meets the needs</i> and satisfies the criteria?			
d.	Does the activity require students to <i>build and test prototypes</i> of all or part of the design? (May include a graphical, physical, or mathematical representation of the essential features of the design.)			
e.	Does the activity enable students to <i>revise and improve their designs</i> based on the results of testing and analysis?			
f.	Does the activity require students to <i>report (oral or written) the process and results</i> of their engineering design activities?			

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