**Generation Y Product Invention Rubric**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | **20** |  | **15** |  | **10** |  | **5** |  |  |
| **Content/Facts** | Facts were accurate |  | Facts were usually |  | Facts about |  | Facts about |  |  |
| **About the Y** | for Generation Y. |  | accurate for |  | Generation Y were |  | Generation Y were |  |  |
| **Generation** |  |  | Generation Y. |  | less than 75% |  | often inaccurate. |  |  |
|  |  |  |  | accurate. |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Product** | The student can |  | The student can |  | The student can |  | The student cannot |  |  |
| **Matched the** | accurately explain |  | accurately explain |  | explain the product |  | accurately explain |  |  |
| **Needs of** | 75% (or more) of the |  | 50% (or more) of the |  | rationale for |  | the product rationale |  |  |
| product rationale for |  | product rationale for |  | Generation Y when |  | for Generation Y. |  |  |
| **Generation Y** | Generation Y. |  | Generation Y. |  | given information |  |  |  |  |
|  |  |  |  |  | from the class or |  |  |  |  |
|  |  |  |  |  | teacher. |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Preparation of** | The student had |  | The student had |  | The student had |  | The student had no |  |  |
| **the Project =** | thorough notes about |  | good notes (75%) |  | some notes (less |  | notes about |  |  |
| **Quality** | Generation Y before |  | about Generation Y |  | than 75%) about |  | Generation Y before |  |  |
| designing the |  | before designing the |  | Generation Y before |  | designing a product |  |  |
|  | product for that |  | product for that |  | designing the |  | for that generation. |  |  |
|  | generation. |  | generation. |  | product for that |  |  |  |  |
|  |  |  |  |  | generation. |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Time Use --** | Classroom time was |  | Classroom time was |  | Classroom time was |  | Student did not use |  |  |
|  | used to work on the |  | used to work on the |  | used to work on the |  | classroom time to |  |  |
|  | project. |  | project the majority |  | project the majority |  | work on the project |  |  |
|  | Conversations were |  | of the time. |  | of the time, but |  | and/or was highly |  |  |
|  | not disruptive and |  | Conversations were |  | conversations often |  | disruptive. |  |  |
|  | focused on the work. |  | not disruptive and |  | were disruptive or |  |  |  |  |
|  |  |  | focused on the work. |  | did not focus on the |  |  |  |  |
|  |  |  |  |  | work. |  |  |  |  |
| **Presentation** | Presentation was |  | Presentation was |  | The product was |  | The presentation |  |  |
|  | well organized, |  | good 80% of the |  | good. The |  | showed lack of |  |  |
|  | confidence, and |  | time. More |  | presentation |  | preparation. |  |  |
|  | informative. |  | preparation on the |  | included facts but |  |  |  |  |
|  |  |  | presentation would |  | needed preparation |  |  |  |  |
|  |  |  | have equaled more |  | and practice. |  |  |  |  |
|  |  |  | confidence when |  |  |  |  |  |  |
|  |  |  | presenting. |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

Total Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Maximum 100 Points