

# STEM Activity Scoring Sheet

**Note to Students:** The Iowa Department of Education supports each Iowa student graduating with the necessary skills to lead a productive and satisfying life. The 21st Century Skills include Employability Skills and Technology Literacy. Use this rubric to evaluate your STEM activity/experience, and once you've completed it, include it in your portfolio in the corresponding criteria section.

<b>Impact</b>				
	<b>Strong Impact</b>	<b>Good Impact</b>	<b>Some Impact</b>	<b>Minimal Impact</b>
<b>1. Meets actual community and/or student learning needs</b>	Needs determined by current research/self-assessment conducted or learned by student.	Needs determined by past research/self-assessment conducted or learned by student.	Needs determined by making a guess at what community and/or student learning needs may be	Community and/or student needs are secondary to a project another person wants the student to do for other reasons
<b>2. Is coordinated in collaboration with community/experts</b>	Active, direct collaboration with community/experts by the student	Community members/experts act as consultants in the project development	Community members/others are informed of the project directly	Community members/others are coincidentally informed or not knowledgeable at all
<b>Value as a Learning Experience</b>				
<b>3. Facilitates active student reflection</b>	Student thinks, shares, produces reflective products and shares with parents and/or community members	All reflection questions answered	Some reflection questions answered	Student provided a summary of events without reflection
<b>4. Helps develop sense of caring for and about STEM in the world</b>	Reflections show deep personal understanding of the importance of STEM and his/her ability to make a difference/learn through extended projects. Student likely to take the initiative to continue in STEM..	Reflections show growing understanding of the importance of STEM and his/her ability to make a difference/learn. Student likely to take the initiative to continue in STEM.	Reflections show limited understanding of the importance of STEM. Student likely to continue in STEM again, if asked.	Reflections show student largely unaffected by the importance of STEM. Student unlikely to continue in STEM.
<b>Goal</b>				
<b>5. Increases the student's involvement in STEM</b>	Student was challenged by the selected project to a high degree as reflected in the summary	Student was challenged by the project to a medium degree as reflected in the summary	Student was challenged to a low degree by the project as reflected in the summary	Student was not challenged by the project as reflected in the summary
<b>Summary/Reflection and Success of Project</b>				
<b>6. Results</b>	All summary and reflection questions answered.	All summary and reflection questions answered. Some grammatical errors.	Some summary and reflection questions answered	Little to no summary and reflection provided
<b>7. Goal Attainment</b>	Goal met Goal almost met Action Plan is detailed.	(left intentionally blank to encourage strong goals)	Less than 60% of goal met. Action Plan is missing key steps/information.	Minimal goal achievement. Less than 25% of goal met. Action Plan is less than 25% complete.

