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### Engineering Content Review Rubric

Please answer the following questions in this online form. These questions can also be found in the TeachEngineering Quality Review Rubric for Engineering Content, which you may download from the [TeachEngineering Submit A Hands-on Activity page](http://teachengineering.org/submit_curricula.php).

**Please indicate what** [**Science and Engineering Practices**](https://ngss.nsta.org/PracticesFull.aspx) **you believe are reflected this activity (Highlight all that apply):**

 Asking questions (for science) and defining problems (for engineering)
 Developing and using models
 Planning and carrying out investigations
 Analyzing and interpreting data
 Using mathematics and computational thinking
 Constructing explanations (for science) and designing solutions (for engineering)
 Engaging in argument from evidence
 Obtaining, evaluating, and communicating information

**Please indicate what** [**Engineering Design Process**](https://www.teachengineering.org/design/designprocess) **steps you believe are reflected this activity (Highlight all that apply):**

 Ask: Identify the Need & Constraints
 Research the Problem
 Imagine: Develop Possible Solutions
 Plan: Select a Promising Solution
 Create: Build a Prototype
 Test and Evaluate Prototype
 Improve: Redesign as Needed

**Please indicate what** [**Engineering Design Thinking**](https://www.teachengineering.org/design/designthinking) **skills you believe are reflected this activity:(Highlight all that apply):**

 Formulating Problems
 Seeking Solutions
 Thriving in Uncertainty
 Collaborating Constantly
 Prototyping Ideas
 Iterating Options
 Reflecting Frequently

**If you did not choose any science and engineering practices, engineering design process steps, or engineering design thinking skills in the questions above, how is this submission related to engineering?**

**Overall Submission. Does this activity require students to relate an engineering and/or STEM concept to an authentic problem or phenomenon in everyday life? (This might include examples of real-world applications or requiring students to solve a real-world problem using the concept.)**

**We recommend viewing the** [**Phenomena Resources**](https://docs.google.com/document/d/14CZItG_a7pwKi5SWAHzMSf8z1GGUt4Iz/edit?usp=sharing&ouid=107063043559671333642&rtpof=true&sd=true) **for help with what a phenomenon is, how to choose one, examples of phenomena-based learning and related links.** \*

**Engineering Category. Do you agree with the Engineering Category chosen by the author to describe this activity? If not, which Engineering Category (listed below) is a better fit?** \*

 Category 1: Relating science and/or math concepts to engineering
 Category 2: Engineering analysis or partial design
 Category 3: Engineering design process
 This activity does not meet the requirements of any of the engineering categories.

**Materials List. This section should be a list of all materials needed for the activity. (Highlight all that apply.)**

 All of the needed materials are listed. (You will know this after reading through the submission.)
 All of the quantities, sizes, and types of materials correct.
 The materials are appropriate for the grade level.
 The materials are easy to find and inexpensive.

**Materials List. Please comment on any missing aspects of the Materials List.**

**Procedure. This section should give the teacher all the information they need to complete the activity. (Highlight all that apply.)** \*

 1. The activity procedure is clear, thorough, and easily understood.
 2. All the steps needed to do the activity are listed in the procedure.

**What is missing from the activity procedure? Do you have any questions about the procedure? What additional information is needed?**

**Please provide any additional comments or suggestions for improvement of this activity.**

**Please indicate if you think this submission should be accepted, revisions required, resubmit for review, or decline submission. Only when you do this is the review considered done. Thank you!**