Rubric for ES Challenge 2A (PreK-1st Grade): Design by Nature

THE FAIRCHILD CHALLENGE

Maximum points: 50 per submission

	Outstanding (10 pts)	Well Done (8 pts)	Good Work (6 pts)	Nice Try (4 pts)
Creativity and Originality	The design demonstrates an exceptionally imaginative and original approach to plant biomimicry in architecture. The building concept is fresh, unexpected, and highly inventive.	The design demonstrates a thoughtful approach. The building concept is creative and interesting, showing some unique thinking. The student moved beyond a basic or obvious solution.	The design makes an attempt at creativity, but the building concept is somewhat conventional or predictable. The student relied on familiar ideas rather than pushing their imagination further.	The design shows minimal creative effort. The building concept is very simple, generic, or lacks any imaginative thinking. The student did not attempt to think outside the box.
Artistry	The design demonstrates a mastery of artistic skills appropriate to or above grade level. The drawing is aesthetically pleasing, visually engaging, and exceptionally clear to understand.	The design demonstrates an artistic effort that is adequate to the grade level. The drawing is mostly clear and understandable, though some parts might be slightly difficult to decipher.	The design makes an attempt at artistry but is somewhat lacking. The image may be too busy, cluttered, or hard to understand. Artistic effort is present but inconsistent.	The design shows minimal artistic effort; the student is still learning many artistic skills. The drawing is unclear, incomplete, or does not effectively communicate the building design.
Plant Adaptation Inspiration	The design incorporates multiple specific plant adaptations as the core inspiration for the building. The connection between the plant's adaptation(s) and the building's design is cleverly thought out, clearly explained, and creatively applied.	The design effectively incorporates at least one specific plant adaptation as inspiration for the building. The connection between the plant and the building design is clear and logical. The student demonstrates a good understanding of biomimicry.	The design includes a plant adaptation, but the connection to the building design is vague, superficial, or not fully developed. The student may have mentioned a plant but did not clearly explain how its adaptation inspired the building.	The design includes little to no clear plant inspiration. The connection between any plant mentioned and the building design is missing or extremely weak. The student did not demonstrate an understanding of biomimicry.

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Community Impact	The building design powerfully or innovatively addresses a specific environmental threat facing South Florida (e.g., extreme heat, flooding, sea-level rise, pollution). The building clearly demonstrates how it would make the community cooler, safer, or better for everyone.	The design effectively addresses a specific environmental threat facing South Florida. The building demonstrates how it would benefit the community, and the connection to the local environment is clear.	The design attempts to address a threat; but the connection to South Florida's environment or the community benefit is weak or unclear. The student may have chosen a generic threat without fully considering the local context.	The design does not clearly address a specific threat; or the connection to South Florida's environment or community benefit is missing. The student did not demonstrate an understanding of how the plant-biomimicry-inspired building would be beneficial.
Description of Building's Powers	The student explained their building design in written form in 25-50 words. The strengths or "powers" of the building are unique and applicable to how the building impacts its community. Written information describes thoroughly how the plant adaptation strengthens the building.	The student explained their building design in written form in 25-50 words. The strengths or "powers" of the building are applicable to how the building impacts its community. Written information generally describes how the plant adaptation strengthens the building.	The student explained their building design in written form, but it might not meet the 25-50 word requirement. The strengths or "powers" of the building are basic and applicable to how the building impacts its community. Written information may be somewhat unclear, disorganized, or lacking in detail.	The student explained their building design in written form, but it does not meet the 25-50 word requirement. Written information is missing or too brief to share any context on how the building impacts the community.