### JUDGING RUBRIC: OSHClub Inventions and Innovations
**Years 5–6**

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<th>Level</th>
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| 5     | The student has provided clear and convincing evidence that he/she:  
• actively designed and built an invention or innovative device showing **considerable planning**  
• identified a need or problem and developed a solution that is **useful to people**  
• gathered relevant background information and **evaluated the originality** of their design by exploring related existing devices or applications  
• had a **thorough understanding** of the technological concepts related to the need, problem or innovation  
• employed **quality and safe** construction skills  
• carefully selected materials  
• produced an invention or device that was **easy to use** and **performed as intended**  
• had shown a **creative approach** in stages of the design process  
• **critically tested** the invention or innovative device, discussing any improvements that could be made  
• included a **thorough** log book or portfolio, detailing the design process from initial ideas, through construction, to final product and evaluation  
• **acknowledged all** assistance given  
• included **succinct** instructions to **assist** the audience in the invention’s or innovative device’s operation |
| 4     | The student has provided substantial evidence that he/she:  
• designed and built an invention or innovative device **over a period of time**  
• developed an invention or innovative device which was a **response** to a need or problem, **different** from existing devices  
• performed **relevant** background research and **looked for** similar products already on the market  
• had a **good understanding** of the technological concepts related to the innovation  
• demonstrated **some creative** aspects  
• had shown **skill** in the **safe construction** of the invention or innovative device  
• **tested** the invention or innovative device and it **worked consistently**  
• included a log book or portfolio detailing the different **stages** of the design process  
• **acknowledged any** assistance given  
• included **clear** operational instructions to **assist** the audience |
| 3     | The student has provided evidence that he/she:  
• **planned and built** an invention or innovative device  
• developed an invention or innovative device which was a **solution** to a need or problem  
• performed **some relevant** background research  
• had **reasonable** understanding of the technological concepts related to the innovation  
• displayed **satisfactory** workmanship in the design and **construction** of the device  
• had the device working at some stage but it needs **further** work to improve its **reliability**  
• provided **design and construction** details in a log book or portfolio  
• **acknowledged some** of the assistance that was given  
• included a **set of operational instructions** to **assist** the audience |
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| 2     | The student has provided evidence that he/she:  
  - built an invention or innovative device **without much planning** or design  
  - set the device in **some sort** of technological context  
  - had an invention or innovative device that is **reasonably** made but **did not** perform as intended  
  - provided **limited** designs and construction details in a log book or portfolio  
  - **informally** mentioned assistance given  
  - included an **incomplete set** of operational instructions for the audience. |
| 1     | The student has provided evidence that he/she:  
  - entered an invention or innovative device that **does not work**  
  - had **minimal** understanding of the related technological concepts  
  - made an invention or device with **poor** workmanship and limited documentation  
  - **failed to acknowledge** assistance given  
  - **failed** to include instructions on how to operate the invention or innovative device |