

**Goldberg's Not-So-Simple-Machine**

**TASK:** Create a complex machine in the style of Rube Goldberg.

Task	4	3	2	1
<b>Creating Goldberg Machine</b>	Machine successfully achieved its goal and included 6 or more individual steps, using 4 or more simple machines.	Machine mostly successfully achieved its goal and included 4 or more individual steps, using 4 or more simple machines.	Machine inconsistently worked and included less than 3 individual steps, using less than 3 simple machines.	Machine does not achieve its goal due to lack of individual steps and mastery of any simple machines.
<b>Communicate</b>	Student has planned out construction of machine; student uses appropriate language skills; students can inform and explain to audience what they created	Student has a plan for the construction of machine; student has minimal errors in language skills, students can inform and explain to audience what they created	Student doesn't have a plan for the construction of machine; student has major (more than 5) errors in language skills, students can inform and explain to audience what they created	Student does not have a plan for the construction of their machine; language errors make understanding difficult; students do not inform/explain what they created
<b>Sketching 2-Dimensional</b>	Student demonstrated how a simple machine worked and created sketches that communicated balanced and unbalanced forces of motion clearly.	Student's thoughts show understanding of balanced and unbalanced forces, but no relationship to the Goldberg machine they designed.	Students sketches show a minimal understanding of balanced and unbalanced forces; relationship to Goldberg machine is not apparent.	No understanding of balanced and unbalanced forces evident.

**Teacher Commentary:** \_\_\_\_\_

**Student Commentary:** \_\_\_\_\_

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**Total Score:** \_\_\_\_\_