	Beginning	Developing	Strong
Feeder	Design is not 3-D and not based on research.	Design is not 3-D or based on research.	Design is a 3-D prototype based on research.
Chicken feed	The prototype does not hold chicken feed in a container and does not dispense using gravity without spilling the feed	The prototype may hold chicken feed in a container and dispenses without using gravity and may spill the feed.	The prototype holds chicken feed in a container and dispenses using gravity without spilling the feed.
Measurements	The prototype does not have the ability to measure how much feed is lost or eaten.	The prototype may or may not have the ability to measure how much feed is lost or eaten.	The prototype has the ability to measure how much feed is lost or eaten.
Design	Team members are able to reach consensus about which gravity feeder to construct. They do not create a blueprint and may or may not complete their prototype.	Team members are able to reach consensus about which gravity feeder to construct. They either have a blueprint or reasons why they selected the design. The prototype is not quite completed or needs some attention.	Team members are able to reach consensus about which gravity feeder to construct. They complete a blueprint and include reasons why they selected this design. The prototype is constructed according to specifications in the team blueprint design.
Test	The team tests its prototype. Observations of it aligns with the design challenge may be underdeveloped or may not be made. Notes of design flaws are not made.	The team tests its prototype. Observations of it aligns with the design challenge may be underdeveloped or may not be made. Notes of design flaws are incomplete.	The team tests its prototype. Observations of how it aligns with the design challenge. Notes of design flaws are made.
Analysis	Team members participate in an analytic discussion about the testing of their observations. They compare it to at least 2 other team designs. They do not identify redesign steps that would improve the gravity feeder.	Team members participate in an analytic discussion about the testing of their observations. They compare it to at least 2 other team designs. They may or may not identify redesign steps that would improve the gravity feeder.	Team members participate in an analytic discussion about the testing of their observations. They compare it to at least 3 other team designs. They identify redesign steps that would improve the gravity feeder.

CHICKENOLOGY pilot curriculum 26