

Strong House for the Three Pigs Performance Rubric

LEVEL	NAME	PERFORMANCE INDICATORS
0	No Participation	<ul style="list-style-type: none"> • Child declines to participate in the activity or shows no interest in participation. • Child engages in pretend play unrelated to the needs of the three pigs
1	Sensory Exploration of Materials	<ul style="list-style-type: none"> • Child plays with the materials by touching and feeling them. • Child explores the textures, feel, and features of materials to see what they can do (e.g., squishy, flexible, sturdy) • Child describes what one is doing with the materials (e.g., I'm making balls. I like to play strings). • Child experiments with creating a simple structure without intending to build a house.
2	Building with Materials	<ul style="list-style-type: none"> • Child builds a simple structure with some stability without a clear intent to build a house (e.g., stacking Play-Doh pieces together with stick). • Child begins to use the properties of the materials to serve a goal or create a specific product (e.g., roll out Play-Doh into a snake to create a flexible string-like shape). • Child struggles with why materials won't hold together or hold up as the child hoped. • Child asks for help with specific procedural logistics (e.g., holding two sticks while trying to connect them with tape or string).
3	Simple House Structure	<ul style="list-style-type: none"> • Child attempts to build a house structure. • Child begins to choose materials intentionally (e.g., using tape or string to connect sticks to form walls or choosing Play-Doh as the floor) • Child asks questions and explores how to use materials to achieve a desired result (e.g., Should I use string or tape to tie sticks together?). • Child discusses ways to keep the house from collapsing (e.g., how to make the walls stand up? What makes them sturdy?)
4	A House Structure with Stable Walls	<ul style="list-style-type: none"> • Child focuses on building a house that has stable walls. • Child explores different ways to achieve a design goal (e.g., using more sticks to build a big house.). • Child asks questions that reflect a focus on how to get materials to work to achieve goals with the house building (e.g., "Which is better for building the walls – sticks or index cards?").

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5	Sturdy House Structure with Roof and Door	<ul style="list-style-type: none">• Child focuses building not only a strong house but one with a more stable roof and functional door or windows.• Child considers the features of materials to determine what combination of shapes, length, thickness of various materials, is most suitable to achieve a stable sturdy house with a roof and door.• Child shows patience with problem-solving and analyzes minor to moderate issues regarding what is not working.• Child looks for ways to fix and enhance the design instead of getting thrown off by failures like a collapsing house.
6	Sturdy House with Details and Complex Structures	<ul style="list-style-type: none">• Child creates a stable house structure that includes intricate details and features.• Child demonstrates a solid understanding of material properties, using them creatively to achieve the goal of a sturdy house.• Child builds a structure that optimizes shape and material choices (e.g., is conscious of using rectangular Play-Doh pieces for walls and index cards or sticks for the roof)• Child persists through shortcomings and failures while building.• Child describes, discusses, and debates what's not working and ways to improve the house with teachers and peers.