

Evaluation criteria for selecting the 3 student projects per country

STEAM Innovation will organize an international festival in Matera, Italy, in September 2026. Although the event will be open to all students participating in the STEAM Innovation project the team will be able to finance 3 projects per country.

For this reason, a selection process will occur during the national festivals in Portugal, Greece and Cyprus, where 3 projects (1 student per project) will be selected to represent their country in the international event.

Each project will be evaluated on a **scale from 1 to 5**.

The rubric reflects the core values of the STEAM Innovation project: interdisciplinarity, creativity, scientific rigour, community engagement, collaboration, inclusion, sustainability and innovation.

Important to note that for a project to score on the value 4 or 5, it has to also correspond to the criteria set in 3 and 4, respectively.

Criterion	Description	1	2	3	4	5
Scientific Accuracy & Technical Quality	Scientific accuracy and adequate use of technology, tools and/or techniques.	The project demonstrates scientific inaccuracy and/or poor use of technology, tools and techniques.	The project is based on adequate scientific arguments, but lacks adequate technology, tools and/or techniques.	The project is based on solid scientific arguments, demonstrating an evidence-based approach. Selected tools, technology and techniques are adequate to explore the theme.	The project demonstrates a solid understanding of the scientific arguments and of the technologies used.	The project demonstrates scientific and technological maturity. Students can confidently explain and argue about the scientific concepts and technical aspects.

Interdisciplinary and STEAM Integration	Interdisciplinarity and an adequate combination of STEAM fields (Science, Technology, Engineering, Arts, Mathematics).	The project explores only one STEAM area.	The project explores more than one STEAM area, but the connection between them is unclear.	The project explores more than one STEAM area and demonstrates a clear connection between them.	The project explores all STEAM areas; however, it lacks a solid explanation of such connections.	The project demonstrates a full STEAM approach. Students can confidently explain how the areas connect to each other and to their project.
Originality and Creativity	Originality, innovative ideas and creative thinking.	The project seems to fully replicate already existing ideas.	The project replicates already existing ideas, but adds a creative element.	The project uses existing ideas and combines them in a creative and innovative way.	The project is mostly based on creative and original ideas.	The project is highly original, being fully based on innovative and creative ideas.
Relevance of the Chosen Theme	Addressing real needs, topics or problems.	The project does not show a connection with any real-life topic or problem OR does not propose solutions.	The project shows an unclear connection to a real-life topic or problem, even if it presents solutions.	The project relates to a real-life topic or problem, but the proposed solution lacks a clear connection.	The project relates to a real-life situation and presents a clear, coherent solution.	The project is highly relevant for a real-life topic or problem, presenting an adequate and purposeful solution.
Teamwork & Collaboration	Working as a team, Collaboration, communication and shared responsibility.	Teamwork is not visible or unclear. The project seems to be fully led by one person.	The members demonstrate teamwork, but the distribution of roles seems unbalanced.	The members demonstrate a clear and even role distribution.	The members seem to act as a team, demonstrating smooth, supportive, and well-coordinated work.	The team works effectively, demonstrates initiative, respect, and shared leadership.
Environmental Awareness and Sustainability	Environmental and social awareness, and responsible use of resources.	The project demonstrates a negative impact on the environment and/or on humans or other beings by promoting damaging actions or by using wasteful and/ or polluting materials.	The project is not directly damaging to the environment, humans or other beings; however, it does not clearly demonstrate care for environmental impact and sustainability issues.	The project demonstrates environmental and social awareness, but lacks responsible resource use.	The project demonstrates a careful selection of resources and techniques, demonstrating environmental and social awareness.	The project demonstrates environmental and social awareness and careful decision-making when selecting resources. The project is considered zero-waste.

Communication & Presentation	Clear, engaging and effective presentation and communication.	The presentation of the project is incomplete or does not demonstrate a clear understanding of the theme.	The presentation of the project is complete, but poorly structured or poorly explained.	The presentation of the project is effective, with clear explanations and structure.	The presentation of the project is effective, well-structured and well-explained. The project demonstrates clear consideration of visual elements.	The presentation of the project is engaging, clear and impactful. The project is visually appealing.
Openness & Licensing	Open education values and the ability to share and replicate the process and results.	The project is not open to be shared or replicated.	The project is open to be shared; however lacks resources to facilitate replication (documentation, links, guides, etc.)	The project is open and includes documentation, but it is unclear how to fully replicate it.	The project is shareable, open and easy to replicate.	The project is purposefully developed in an open, replicable way. Documentation is ready and open for use. The project includes an open license
Festival-Ready Materials (Videos, Trailers, Presentations)	Being ready to participate in a festival, preparing materials for hands-on experiments, physical artefacts and visual aids (posters, trailers, etc.).	The project lacks materials to be demonstrated.	The project has visual aids such as posters or trailers but lacks a functioning physical prototype to be demonstrated in the festival.	The project has a functional prototype/experiment to be demonstrated at the festival.	The project has a functional and interactive prototype/experiment.	The project has a complete set of festival-ready materials, including a functional and interactive physical/digital prototype/experiment and other supporting materials and visual aids.
Module-Specific Criteria: “Maker & Tinkering Process with Design Thinking”	Following a maker approach with the Design Thinking process. Using a diversity of technologies and techniques, combining them to create a functional	The project shows little or no evidence of tinkering/maker or the Design Thinking approach.	The project shows evidence of following a tinkering/maker approach or the Design Thinking process, but not both.	The project shows an evident tinkering/maker approach and has followed some steps of the Design Thinking process, or vice versa.	The project demonstrates a clear tinkering/maker approach, following all steps of the Design Thinking process.	The project shows a clear blend of the tinkering/maker approach with Design Thinking, with a rich process of experimentation, multiple

	physical/digital artefact that serves the goal of the project					prototypes and learning from mistakes.
Module-Specific Criteria “Theatre”	In the context of the module, students from all grades (primary & secondary schools) are expected to dramatize scientific notions and knowledge drawn from their school curriculum. The final output should be a performance of up to 20 minutes. In this module in order to evaluate the performance as a whole, it should be taken into account: the quality and originality of the script, the direction and stage performance, the creative use of music, sets, choreography and costumes, the integration of scientific concepts, and the overall execution and impact on the audience.	The performance shows significant weaknesses in multiple areas, with limited coherence and minimal connection to scientific concepts.	Basic elements are present, but their development is limited and the overall presentation lacks completeness and coherence.	The performance meets the basic criteria adequately, with some positive elements, but without notable originality or strong impact.	The performance is well-developed, creative, and coherent, with good integration of scientific concepts and a positive impact on the audience.	The performance stands out for its high quality, originality, and strong coherence across all elements, with outstanding integration of scientific concepts and a particularly strong audience impact.
Module-Specific Criteria	Using musical elements (pitch, rhythm, timbre,	The project shows little or no use of music/sound to	The project includes some music or sound, but the	The project shows a clear attempt to link music with	The project demonstrates a coherent integration of	The project demonstrates advanced and meaningful

“Music”	dynamics) and sound technologies to represent scientific ideas, data or phenomena	explore the scientific theme. Sound elements are absent or unrelated to learning objectives.	connection to science is unclear. Use of tools or instruments is mostly imitative	scientific concepts (e.g. waves, data, ecosystems). Students use digital tools or handmade instruments to create original sounds.	music and science. Musical choices intentionally represent data or phenomena, and students can explain their decisions.	fusion of music, science and technology. Sound is clearly used as a living language with clear map experimentation and reflection.
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