



PROJECT DEVELOPMENT RUBRIC

PROJECT: _____
AUTHOR: _____

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
Goals	<ul style="list-style-type: none"> Goals of the project do not seem to be tied to any specific content area standards or are not rigorous enough to challenge the students Goals of the project seem to address only the lowest levels of critical thinking <p>0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> The goals of the project are tied to specific content area standards and 21st Century Skills Goals are rigorous enough to challenge all students Goals of the project require the students to use high-order critical thinking skills <p>17 ----- 19 ----- 21</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> Goals of the project are clearly defined and successfully integrate content standards from multiple subject areas <p>23 ----- 24 ----- 25</p>
Entry Doc or Event	<ul style="list-style-type: none"> Entry document or event seems unlikely to engage the students' curiosity Entry document or event fails to create a realistic role or project for the students Task seems unclear and does lead to a list of content-based "need to knows" or next steps Entry document or event fails to establish a timeline Entry document or event fails to externalize the enemy <p>0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> Entry document or event seems likely to engage the student's curiosity in a realistic scenario Entry document or event establishes a clear role and task for the students Entry document or event leads to a list of content-based "need to knows" and next steps Entry document or event establishes a clear timeline and assessment criteria Entry document or event successfully externalizes the enemy <p>17 ----- 19 ----- 21</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> Entry document or event engages the students in a real world problem that they can help solve Entry document creates a thorough list of relevant, content specific "need to knows" Project is launched with the help of outside person or entity <p>23 ----- 24 ----- 25</p>
Planning	<ul style="list-style-type: none"> The project plan may be a good idea, but little thought has been put into how to implement the idea in the classroom No thought has been put into the resources and materials required for this project <p>0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> The project has a general outline including the various phases and student activities Some thought has been put into resources and materials that are required for this project The project has a list of student products <p>17 ----- 19 ----- 21</p>	<ul style="list-style-type: none"> The project plan includes a detailed description of the various phases with progress checks and benchmarks The project has a complete list of resources and materials The project has a well thought out plan for implementation The project includes a description of student products and how they will be evaluated against the project goals <p>23 ----- 24 ----- 25</p>
Scaffolding	<p>The project lacks appropriate activities designed to help students...</p> <ul style="list-style-type: none"> work as an effective team on a long term project reflect on their "need to knows" and to develop next steps understand the content and make use of the resources available (including any necessary remediation that might be needed) <p>0 ----- 8 ----- 16</p>	<p>The project has appropriate activities designed to help students...</p> <ul style="list-style-type: none"> work as an effective team on a long term project (time management, collaboration, etc) reflect on their "need to knows" and to develop next steps understand the content and make use of the resources available (including any necessary remediation that might be needed) <p>17 ----- 19 ----- 21</p>	<p>The project has differentiated activities designed to help individual students and groups ...</p> <ul style="list-style-type: none"> work as an effective team on a long term project reflect on their "need to knows" and to develop next steps understand the content and make use of the resources available (including any necessary remediation that might be needed) <p>23 ----- 24 ----- 25</p>
Assessment	<ul style="list-style-type: none"> Rubrics are not developed, don't seem tied to the goals of the project, or are unusable by students Evaluation does not include use of school-wide rubrics <p>0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> The rubric is designed to clearly lay out expectations of the final product as defined by the goals of the project Evaluation includes the use of school-wide rubrics Rubrics are easy for students to use in self- and peer-assessment activities <p>17 ----- 19 ----- 21</p>	<ul style="list-style-type: none"> Several rubrics are used to evaluate multiple individual and group products based on the stated content and 21st Century goals of the project Assessment includes input from outside sources <p>23 ----- 24 ----- 25</p>
End Product	<ul style="list-style-type: none"> End product does not demonstrate understanding and application of content standards End product is not authentic End product is not age level appropriate <p>0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> End product clearly demonstrates understanding and application of content standards End product is authentic and reflects real world work End product is tailored to age and skill level of students <p>17 ----- 19 ----- 21</p>	<ul style="list-style-type: none"> End product is composed of multiple opportunities for students to demonstrate their learning (multiple products) End product will be used by an outside person or entity End product incorporates the use of a variety of media <p>23 ----- 24 ----- 25</p>

COMMENTS: