



AGGIE STEM

T E X A S A & M U N I V E R S I T Y

PROJECT IDEA RUBRIC

PROJECT: _____

AUTHOR: _____

	INACCEPTABLE	ACCEPTABLE	EXEMPLARY
Authenticity	<ul style="list-style-type: none"> The project has little or no connection with the outside world or other curricular areas The problem or question has little or no meaning to the students The problem has a single correct answer 	<ul style="list-style-type: none"> The project simulates “real world” activities. Adults are likely to tackle the problem or questions addressed by the project The problem or question has meaning to the students and provides a clear “need to know” The project has several possible correct solution 	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> Entities or persons outside of the school will use the product of student work Students will present and defend solution to a real and appropriate audience for the student work
Academic Rigor	<ul style="list-style-type: none"> The project is not based on content standards The project demands little specific knowledge of central concepts 	<ul style="list-style-type: none"> The project is derived from specific learning goals in content area standards The project demands specific knowledge of central concepts Student develop and demonstrate life skills (e.g. collaboration, presentation, writing) 	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> There is a well defined, clear driving question that is derived from specific national, state or district content standards The project demands breadth and depth of specific knowledge of central concepts Students develop habits of mind (e.g., concern for evidence, viewpoint, and cause and effect; precision of language and thought; persistence)
Applied Learning	<ul style="list-style-type: none"> New skills and knowledge are not applied toward solution development Students work primarily alone and with little self-management Learning occurs out of context of project 	<ul style="list-style-type: none"> New skills and knowledge are applied toward solution development Students are required to work in groups where curricular topics and skills are discussed and debated in context of the project Students use self-management skills informally 	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> Students apply new knowledge to a realistic and complex problem Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information) Students formally use self-management skills (e.g., develop a work plan, prioritize pieces of work, meet deadlines, identify and allocate resources)



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Active Explorations</p>	<ul style="list-style-type: none"> • Little independent research is required • Students gather majority of information from textbooks or encyclopedia-like materials provided by the teacher 	<ul style="list-style-type: none"> • Students are required to conduct own, independent research • Students gather information from authentic, but limited number of sources provided by the teacher • Students use raw data provided by the teacher 	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> • Student are required to do field-based or experimental research (e.g., interview experts, survey groups of people, explore work sites) • Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and reviewing information, collecting data, model-building, using on-line services)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Adult Connections</p>	<ul style="list-style-type: none"> • Students have no contact with adults other than the teacher(s) 	<ul style="list-style-type: none"> • Students have limited contact with outside adults (e.g., guest speakers, parents) • Teacher uses role playing or other staff members to simulate “expert” contact 	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> • Students have multiple interactions with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advise • Students have the opportunity to observe and work alongside adults in a worksite relevant to the project • Outside adults provide students with a sense of the real-world standards for this type of work
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment Practices</p>	<ul style="list-style-type: none"> • Students are not provided with a clear explanation of the assessment process and/or expectations • Assessment of project is summarized into a single final grade 	<ul style="list-style-type: none"> • Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project • Students use structured journals or logs to track progress • Assessment of project includes an evaluation of content skills / knowledge as well as life skills and/or habits of mind • Final product is a culminating exhibition or presentation that demonstrates their ability to apply the knowledge they have gained 	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> • Students help in establishing assessment criteria • Students have many opportunities for feedback on their progress from teachers, mentors, and peers
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Use of Tech.</p>	<ul style="list-style-type: none"> • Students are not required to use technology or technology use is superficial 	<ul style="list-style-type: none"> • Students are required to use technology to conduct research, report information, or to calculate formula results 	<p>In addition to “Acceptable” attributes, students might:</p> <ul style="list-style-type: none"> • Create interactive media, conduct experiments, manipulate data, or communicate with adult experts