New Tech Network
PROJECT IDEA RUBRIC

PROJECT: _____

AUTHOR: _____

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Authenticity	• 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 • Problem has a single correct answer	• 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" • Project has several possible correct solution	In addition to "Acceptable" attributes: • 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	• The project is not based on content standards • Project demands little specific knowledge of central concepts	• The project is derived from specific learning goals in content area standards • Project demands specific knowledge of central concepts • Student develop and demonstrate life skills (e.g. collaboration; presentation; writing)	In addition to "Acceptable" attributes: • There is a well defined, clear driving question that is derived from specific national, state or district content standards • 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	• 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	• 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	In addition to "Acceptable" attributes: • 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)
Active Exploration	• Little independent research is required. • Students gather majority of information from textbooks or encyclopedia-like materials provided by the teacher.	• 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.	In addition to "Acceptable" attributes: • Student are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration) • 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)
Adult Connections	• Students have no contacts with adults other than the teacher(s)	• Students have limited contacts with outside adults (e.g., guest speakers, parents). • Teacher uses role playing or other staff members to simulate "expert" contact.	In addition to "Acceptable" attributes: • Students have multiple contacts 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.
Assessment Practices	• Students are not provided with clear explanation of the assessment process or and expectations. • Assessment of project is summarized into a single final grade.	• 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	In addition to "Acceptable" attributes: • Students help in establishing assessment criteria. • Students have many opportunities for feedback on their progress from teachers, mentors, and peers.

Adapted from Adria Steinberg's 6 As, *Real Learning, Real Work.*