



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

COMMENTS: