



# NEW TECH NETWORK

## 6 A'S PROJECT IDEA RUBRIC

	Unacceptable	Acceptable	Exemplary
Authenticity	<ul style="list-style-type: none"> <li>Project has little or no connection with the outside world or other curricular areas</li> <li>The problem or question has little or no meaning to the students</li> <li>Problem has a single correct answer</li> </ul>	<ul style="list-style-type: none"> <li>Project simulates “real world” activities. Adults are likely to tackle the problem or questions addressed by the project</li> <li>The problem or question has meaning to the students and provides a clear “need to know”</li> <li>Project has several possible correct solutions</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>Entities or persons outside of the school will use the product of student work</li> <li>Students will present and defend solution to a real and appropriate audience for the student work</li> </ul>
Academic Rigor	<ul style="list-style-type: none"> <li>The project is not based on content standards</li> <li>Project demands little specific knowledge of central concepts</li> </ul>	<ul style="list-style-type: none"> <li>The project is derived from specific learning goals in content area standards</li> <li>Project demands specific knowledge of central concepts</li> <li>Student develop and demonstrate life skills (e.g. collaboration; presentation; writing)</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>There is a well defined, clear driving question that is derived from specific national, state or district content standards</li> <li>Project demands breadth and depth of specific knowledge of central concepts.</li> <li>Students develop habits of mind (e.g., concern for evidence, viewpoint, and cause and effect; precision of language and thought; persistence)</li> </ul>
Applied Learning	<ul style="list-style-type: none"> <li>New skills and knowledge are not applied toward solution development</li> <li>Students work primarily alone and with little self-management</li> <li>Learning occurs out of context of project</li> </ul>	<ul style="list-style-type: none"> <li>New skills and knowledge are applied toward solution development</li> <li>Students are required to work in groups where curricular topics and skills are discussed and debated in context of the project</li> <li>Students use self-management skills informally</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>Students apply new knowledge to a realistic and complex problem</li> <li>Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information)</li> <li>Students formally use self-management skills (e.g., develop a work plan, prioritize pieces of work, meet deadlines, identify and allocate resources)</li> </ul>
Active Exploration	<ul style="list-style-type: none"> <li>Little independent research is required</li> <li>Students gather majority of information from textbooks or encyclopedia-like materials provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to conduct own, independent research</li> <li>Students gather information from authentic but limited number of sources provided by the teacher</li> <li>Students use raw data provided by the teacher</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>Students are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration)</li> <li>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)</li> </ul>
Adult Connections	<ul style="list-style-type: none"> <li>Students have no contacts with adults other than the teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>Students have some limited contacts with outside adults (e.g., guest speakers, parents)</li> <li>Teacher uses role playing or other staff members to simulate “expert” contact</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advice</li> <li>Students have the opportunity to observe and work alongside adults in a worksite relevant to the project</li> <li>Outside adults provide students with a sense of the real-world standards for this type of work</li> </ul>
Assessment Practices	<ul style="list-style-type: none"> <li>Students are not provided with clear explanation of the assessment process or and expectations</li> <li>Assessment of project is summarized into a single final grade</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project</li> <li>Students use structured journals or logs to track progress</li> <li>Assessment of project includes an evaluation of content skills / knowledge as well as life skills and/or habits of mind</li> <li>Final product is a culminating exhibition or presentation that demonstrates their ability to apply the knowledge they have gained</li> </ul>	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> <li>Students help in establishing assessment criteria</li> <li>Students have many opportunities for feedback on their progress from teachers, mentors, and peers</li> </ul>