

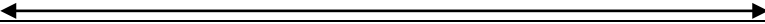

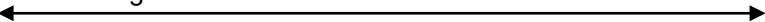
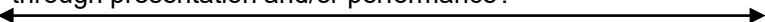
# INDIVIDUAL



## Project Design Rubric

### Part I. The Six A's of Designing Projects

<b>Name of Project</b>	
<b>Author(s)</b>	
<b>Reviewers</b>	

Adapted from *Adria Steinberg, Real Learning, Real Work (1997)*

<b>Authenticity</b>	<ul style="list-style-type: none"> <li>▪ Does the project emanate from a problem that has meaning to the student?</li> <li>▪ Is it a problem or question that might actually be tackled by an adult at work or in the community?</li> <li>▪ Do students create or produce something that has personal and/or social value, beyond the school setting?</li> </ul> 	<ul style="list-style-type: none"> <li>▪ Strengths</li> <li>• Considerations</li> </ul>
<b>Academic Rigor</b>	<ul style="list-style-type: none"> <li>▪ Does the project lead students to acquire and apply knowledge central to one or more discipline or content areas?</li> <li>▪ Does this knowledge acquired directly target identified learning goal(s) aligned with the grade level content standards and objectives?</li> <li>▪ Does the project challenge students to use methods of inquiry central to one or more disciplines (e.g., to think like a scientist)?</li> <li>▪ Do students develop higher order thinking skills and habits of mind? (e.g., searching for evidence, taking different perspectives)?</li> </ul> 	<ul style="list-style-type: none"> <li>▪ Strengths</li> <li>• Considerations</li> </ul>
<b>Applied Learning</b>	<ul style="list-style-type: none"> <li>▪ Does the learning take place in the context of a semi-structured problem, grounded in life and work in the world beyond school?</li> <li>▪ Does the project lead students to acquire and use competencies expected in high performance work organizations (e.g., teamwork, appropriate use of technology, problem solving and communication)?</li> <li>▪ Does the work require students to develop organizational and self-management skills?</li> </ul> 	<ul style="list-style-type: none"> <li>▪ Strengths</li> <li>• Considerations</li> </ul>
<b>Active Exploration</b>	<ul style="list-style-type: none"> <li>▪ Do students spend significant amounts of time doing field-based work?</li> <li>▪ Does the project require students to engage in real investigations, using a variety of methods, media, and sources?</li> <li>▪ Are students expected to communicate what they are learning through presentation and/or performance?</li> </ul> 	<ul style="list-style-type: none"> <li>▪ Strengths</li> <li>• Considerations</li> </ul>

<b>Adult Relationships</b>	<ul style="list-style-type: none"> <li>▪ Do students meet and observe adults with relevant expertise and experience?</li> <li>▪ Do students have an opportunity to work closely with at least one adult?</li> <li>▪ Do adults collaborate on the design and assessment of student work?</li> </ul> 	<ul style="list-style-type: none"> <li>▪ Strengths</li>   <li>• Considerations</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ Do students reflect regularly on their learning using clear project criteria that they have helped to set?</li> <li>▪ Do adults from outside the classroom help students develop a sense of real world standards for this type of work?</li> <li>▪ Will there be opportunities for regular assessment of student work through a range of methods?</li> <li>▪ Does the culminating performance assessment or product address all cited learning targets within identified objectives?</li> <li>▪ Are rubrics for assessing various products within the project included in the assessment plan?</li> <li>▪ Are rubrics for assessment of the learning skills and technology tools objectives, or 21<sup>st</sup> century skills, included within the assessment plan?</li> </ul> 	<ul style="list-style-type: none"> <li>▪ Strengths</li>   <li>• Considerations</li> </ul>

Part Two. Adherence to Backward Design, the Office of Instruction PBL Template and Guidelines for **Teach 21** Publication.

		YES	NO
<b>Backward Design</b>	<ul style="list-style-type: none"> <li>Do the <i>Know/Do</i> objectives align with the identified learning goals for the PBL?</li> <li>Have the identified learning targets been identified within the cited objectives?</li> <li>Do the <i>Assessments</i> align with the identified learning goals and targets within the objectives?</li> <li>Are the learning activities designed to foster student development of the skills, knowledge and understandings related to the learning goal?</li> <li>Does the design provide Differentiated Instruction or scaffolding that will allow all students to meet the learning goals?</li> </ul>	<ul style="list-style-type: none"> <li>Strengths</li> </ul>	<ul style="list-style-type: none"> <li>Considerations</li> </ul>
<b>Office of Instruction Template</b>	<ul style="list-style-type: none"> <li>Are all sections of the template complete and adequately explained?</li> <li>Is a project timeline/map included?</li> <li>Are all rubrics included?</li> <li>Does the section titled “Manage the Process” provide guidance in Differentiated Instruction and scaffolding?</li> <li>Have website resources been evaluated for quality, validity and duration? (Less is often more)</li> <li>Are all cited resources available to all teachers? If the resource is available at no cost, has the author provided information explaining how to access this resource?</li> <li>When a type of assessment is checked in the section titled “Assessment and Reflection,” the rubric and/or accompanying Classroom Assessment for Learning should be provided.</li> </ul>	<ul style="list-style-type: none"> <li>Strengths</li> </ul>	<ul style="list-style-type: none"> <li>Considerations</li> </ul>
<b>Guidelines for Teach 21 Publication</b>	<ul style="list-style-type: none"> <li>Are all documents to be posted to Teach 21 in Arial 10 font?</li> <li>Has the document been proofread to ensure                             <ul style="list-style-type: none"> <li>Complete sentences</li> <li>Conventional spelling</li> <li>Punctuation</li> <li>Appropriate use of words</li> </ul> </li> <li>Does the PBL submission adhere to all copyright laws?</li> <li>Are all sections of the template complete and would the information provided be easily understood by a novice teacher?</li> <li>Does the completed PBL design template contain bullets or unusual formatting that will affect uploading the document to the Teach 21 site?</li> </ul>	<ul style="list-style-type: none"> <li>Strengths</li> </ul>	<ul style="list-style-type: none"> <li>Considerations</li> </ul>