

Rubric for Assessing the “6 A’s”

<p>Authenticity</p>	<ul style="list-style-type: none"> • Project arises from need self, home, recreation, school,, community, business/industry, and/or society. • Student and professionals have a vested interest in project. • All project activities and end products are directly tied to project need. • The project audience is connected to the student work product or the processes requires in the project. 	<ul style="list-style-type: none"> • Project is defined by need self, home, recreation, school, community, business/industry, and/or society. • The project has meaning for the students and others. • Most activities and end products are tied to need. • The project has an audience or the end products have a user in mind. 	<ul style="list-style-type: none"> • Project is defined by an indirect connection to self, home, recreation, school, community, business/industry, and/or society. • The project has meaning for students. • Many activities and end products are related to need. • The audience for the project work and products isn’t clear up-front. 	<ul style="list-style-type: none"> • Project is a defined by academics only and doesn’t require students to connect to the “real world.” • Interest for students is limited to content. • Few of the project activities are tied directly to the original need. • Audience for student’s work isn’t clearly defined or relevant to project work. • Project products have no use beyond school.
<p>Academic Rigor</p>	<ul style="list-style-type: none"> • The project has a clear and well-defined essential question or central issue which when addressed has consequence beyond the classroom. • Project depth in primary content area and working knowledge of other content areas. • Standards are clearly defined and applied to all student work and the processes of work. • Project design includes specific Articulation of the habits of mind and lifelong learning skills resulting from the project and are articulated up-front. 	<ul style="list-style-type: none"> • The essential question or central issue is teacher developed and particular to the project only. • The project requires the application of knowledge and skills directly related to curriculum. • Standards are clearly articulated and utilized during project work and applied to many work products. • The project require students to develop habits of mind and lifelong learning skills 	<ul style="list-style-type: none"> • The project’s essential question or central problem is ambiguous. • The project work requires broad application of curriculum content without depth. • Student work is tied directly to local, state, or national standards. • Few habits of mind and lifelong learning skills are embedded in the project 	<ul style="list-style-type: none"> • The essential question or central issues is too broad and isn’t tied to an authentic problem, issue, challenge or need. • The project has few explicitly relevant aspects of the curriculum. • Few standards are directly linked to student work. • Habits of mind and lifelong learning skills are not addressed as a result of this project.

Adult Connections	<ul style="list-style-type: none"> • Students involve at least one outside expert during the project on a regular and on-going basis • Students are required to use professionals and their professional work as exemplars • Professional standards are applied to work products and manner in which the students work 	<ul style="list-style-type: none"> • Students involve at least one outside expert during the project on a regular and on-going basis • Professional standards are applied to work products and manner in which the students work 	<ul style="list-style-type: none"> • Student involve at least one outside expert during the project • Professional standards are applied to work products and manner in which the students work 	<ul style="list-style-type: none"> • Professional standards are applied to work products and manner in which the students work
Applied Learning	<ul style="list-style-type: none"> • The project requires students to apply both skills and knowledge in order to answer the essential question of central problem. • The applied skills and knowledge are relevant outside of school and are explicit. • The project requires students to manage time, material, resources, and information. 	<ul style="list-style-type: none"> • The project requires students to answer a portion of the central problem. • The applied skills and knowledge are becoming relevant to the “outside” world. They may not be clearly articulated or assessed. • Student start to manage some of their time and resources without prompting. 	<ul style="list-style-type: none"> • The project provided opportunities for students to answer a portion of the central question/problem. • Applied skills and knowledge are relevant a class setting. • The project helps the student understand the need to use time wisely. 	<ul style="list-style-type: none"> • The project may require students to apply skills or knowledge. • Relevancy is not clearly understood. • Time, materials, resources are managed more by teacher than student.
Active Exploration	<ul style="list-style-type: none"> • Project requires students to research and explore in the field. • The process of research and exploration are established. • Resources are utilized and documented to support the project. 	<ul style="list-style-type: none"> • Project provides opportunities for students to go into the field. • Sources and methods of inquiry are defined and practiced • Students use a variety of resources to support project. 	<ul style="list-style-type: none"> • Project provides opportunities for students to contact community sites and people • Instructional strategies are primarily direct instruction and teacher designed 	<ul style="list-style-type: none"> • Project provide opportunity for students research possible sites • Instructional strategies are primarily direction instruction and teacher designed • Student brainstorm possible resources

Assessment Practices				
Evaluation	<ul style="list-style-type: none"> • Work product is evaluated based on criteria established by teacher and student • Professional standards are utilized when developmentally appropriate • Several methods are employed to evaluate students work, knowledge base (mastery) and growth over time as a learner 	<ul style="list-style-type: none"> • Students and teacher work on most decisions regarding evaluation. • World work to utilized professional standards when appropriate. • Limited use of evaluation methods 	<ul style="list-style-type: none"> • Student input is included in evaluation procedure after student research is completed by interviewing professionals in the field. 	<ul style="list-style-type: none"> • Work product is evaluated based on criteria established by teacher
Assessment as on-going feedback	<ul style="list-style-type: none"> • Teacher understands and effectively uses appropriate assessment practices • Self-assessment processes are consistently embedded in the project. • Feedback to students is provided in a timely fashion. • Assessments are diagnostic and prescriptive. 	<ul style="list-style-type: none"> • Teacher understands and uses some assessment practices • Teachers encourages self-assessment processes which are sometimes embedded in the project • Feedback to students is provided in a timely manner 	<ul style="list-style-type: none"> • Teachers uses limited assessment strategies • Teacher discusses self-assessment but rarely included it in the project • Feedback to students is provided 	<ul style="list-style-type: none"> • Teacher is developing assessment strategies • Teacher provides feedback upon student
Reflection	<ul style="list-style-type: none"> • Project requires student and teacher to reflect on project in a structured format. • Reflection is based on student thinking and work products. 	<ul style="list-style-type: none"> • Student and teachers reflect on project as a de-brief • Students are asked to self-assess their process and their learning 	<ul style="list-style-type: none"> • Reflection is not a regular part of the process • The process feels evaluative rather than educative 	<ul style="list-style-type: none"> • Reflection is not a part of the process at all • Student do not self-assess