

Project Idea Rubric

Steps 1 & 2 – What is your project? What do you want your students to learn?



Name of Project: _____ Collaborators: _____

Brief Description of Project: _____

	Not Yet a DV Project	Approaching DV Project	This is a DV Project
Authenticity	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Project has several possible correct solutions. 	In addition to “Approaching” attributes: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The project is not based on content standards. Project demands little specific knowledge of central concepts. 	<ul style="list-style-type: none"> The project is derived from specific learning goals in multiple content area standards. Project demands specific knowledge of central concepts. Students develop and demonstrate life skills (e.g. collaboration; presentation; writing). 	In addition to “Approaching” attributes: <ul style="list-style-type: none"> There is a well-defined and clear driving question that is derived from specific content standards. Project demands breadth and depth of specific knowledge of central concepts. Students develop habits of mind (e.g., habits of collaboration, evidence, perspective, and perseverance through the project process).
Applied Learning	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 “Approaching” attributes: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Little independent research is required. Students gather majority of information from textbooks or reference-like materials or information provided by the teacher. 	<ul style="list-style-type: none"> Students are required to conduct own, independent research. Students gather data and information from authentic, but limited number of sources often provided by the teacher. 	In addition to “Approaching” attributes: <ul style="list-style-type: none"> Students 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	<ul style="list-style-type: none"> Students have no contact with adults other than the teacher(s). 	<ul style="list-style-type: none"> Students have limited contact with outside adults (e.g., guest speakers, parents). Teacher uses role playing or other staff members to simulate “expert” contact. 	In addition to “Approaching” attributes: <ul style="list-style-type: none"> Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advice. 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	<ul style="list-style-type: none"> Students are not provided with clear explanation of the assessment process or and expectations. Assessment of project is summarized into a single final grade. 	<ul style="list-style-type: none"> 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 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 “Approaching” attributes: <ul style="list-style-type: none"> Students help in establishing assessment criteria for this aspect of the project. Students have many opportunities for feedback on their progress from teachers, mentors, and peers.
Aftermath & Aftercare	<ul style="list-style-type: none"> Teacher hasn’t yet thought about the long-term impact or cleanup/maintenance/care required for this project 	<ul style="list-style-type: none"> Teacher has thought about the long-term impact required for this project and has a solution planned that will ensure the project is maintained, cared for or disposed of after the project culminates. 	In addition to “Approaching” attributes: <ul style="list-style-type: none"> The aftercare leaves no negative impressions with stakeholders and “does no harm” Students help in establishing assessment criteria for this aspect of the project.