Project Rubric 2009-

	Beginning	Developing	Accomplished	Exemplary
Thesis/Problem/ Question	Student(s) relied on teacher-generated questions or developed a question requiring little creative thought. Project reflected a rudimentary problem similar to in-class assessment.	Student(s) constructed a question that lends itself to readily available answers. Though project requirements satisfied, they are limited and represent a modest challenge to student.	Student(s) posed a focused question involving them in challenging research. The project area targeted a set of issues or an application domain of depth affording an involved solution.	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.
Information Seeking/ Selecting and Evaluating	Student(s) gathered information that lacked relevance, quality, depth and balance. Little or no evidence of comprehension or appreciation of the questions posed by the chosen topic.	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources. Identified literature was elementary or did not adequately address the problem domain.	Student(s) gathered information from a variety of relevant sources--print and electronic. Proper industry tools/libraries were identified and employed to limited success.	Student(s) gathered information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).
Analysis	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence. Student showed little appetite for comparing alternative solution paths.	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper. Simplistic solutions were analysed without reference to limitations or naive view taken of problem domain.	Student (s) deliverable shows good effort was made in analysing the evidence collected. Insight shown (though perhaps not clearly elucidated) into alternatives and their suitability in supporting the given solution.	Student(s) carefully analysed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident. Possible solution paths well drawn and pro/cons made explicit.
Synthesis/ Implementation	Student(s) work is not logically or effectively structured. In software, deliverables are poorly executed and show naivety in employment of key technolgoies.	Student(s) could have put greater effort into organizing the deliverable. In software, requirements are poorly interpreted or loosely implemented without regard to objectives.	Student(s) logically organized the product and made good connections among ideas. In software, appropriate libraries/algorithms are identified and reasonably well applied.	Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions. In software, best practice is employed in addressing project requirements.
Documentation	Student(s) clearly plagiarized materials, or documentation inadequately describes work undertaken/knowledge acquired.	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent. Focus was on rudimentary or non-core project elements.	Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted. Write-up addressed some/all technological challenges well/satisfactorily.	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free. Write-up exposed insights or significant knowledge acquired during research.
Presentation	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings. Little grasp of industry terms/key technologies and/or lack of awareness of possible solutions.	Student(s) need to work on communicating more effectively. Some preparation in evidence but probing questions went unanswered.	Student(s) effectively communicated the results of research to the audience. In software, demonstration was evidently rehearsed to showcase the work.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Deliverables display creativity and originality.