PROJECT DESIGN RUBRIC

	Beginning *This element is not yet strongly evident in this project. There are opportunities to brighten this Element in future revisions of the project.*	**Developing** *The project includes some evidence of this Essential Project Design Element, as well as opportunities to further brighten the Element in future iterations.*	**Demonstrating** *The project shows clear and strong evidence of this Essential Project Design Element.*
Student Learning Goals: Key Knowledge, Understanding & Success Skills	● Clear and specific student learning goals aligned to standards are not yet evident in the project. ● The project does not yet explicitly target, assess, or scaffold the development of success skills.	● The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. ● Success skills are targeted, but there may be too many to be adequately taught and assessed.	● The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. ● Success skills are explicitly targeted to be taught and assessed, such as critical thinking, collaboration, creativity, and project management.
	Essential Project Design Elements		
Challenging Problem or Question	● The project is not yet focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. ● The central problem or question is not framed by a driving question for the project, or the question: ● has a single or simple answer. ● may be difficult for students to understand or connect with.	● The project is focused on a central problem or question, but the level of challenge might be a mismatch for the intended students. ● The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). ● The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.	● The project is focused on a central problem or question, at the appropriate level of challenge. ● The project is framed by a driving question, which is: ● open-ended; there is more than one possible answer. ● understandable and inspiring to students. ● aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry	● The overall project is more like an activity or "hands-on" task, rather than an extended process of inquiry. ● There is no process yet for students to generate questions to guide inquiry.	● The project includes brief or intermittent opportunities for inquiry, primarily focused on information-gathering. ● Students generate questions, but while some might be addressed, they are not yet used to guide inquiry and do not affect the path of the project.	● Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). ● Inquiry is driven by student-generated questions throughout the project.

Authenticity	• The project resembles traditional "schoolwork;" there is not yet evidence of a clear connection to a real-world context, tasks and tools, impact on the world or connection to students' personal interests.	• The project has some authentic features, but there are opportunities to deepen connections to the real world and to students' personal interests.	• The project has an authentic context, involves real-world tasks, tools, and quality standards, makes an impact on the world, and/or speaks to students' personal concerns, interests, or identities.
Student Voice & Choice	• The project is primarily teacher-directed, and does not yet include opportunities for students to express their voice and make choices affecting the content or process of the project. • (Or) Students have opportunities to work on their own, but could benefit from clearer structures and guidance.	• Students are given some low-stakes opportunities to express their voice and make choices (deciding how to divide tasks within a team or which website to use for research). • Students work independently from the teacher to some extent, but they could do more on their own.	• Students have opportunities to express their voice and make choices on important matters (topics to investigate, questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks). • Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.
Reflection	• The project does not yet include explicit opportunities for reflection about what and how students learn or about the project's design and management.	• Students and teachers engage in brief or intermittent opportunities for reflection during the project and after its culmination.	• Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project's design and management.
Critique & Revision	• Students get some feedback about their products and work-in-progress from teachers. • Students do not yet know how or are not required to use feedback to revise and improve their work.	• Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once. • Students look at or listen to feedback about the quality of their work, but do not have opportunities to substantially revise and improve it.	• Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. • Students use feedback about their work to revise and improve it.
Public Product	• The teacher is the primary audience for student work.	• Student work is made public to classmates and the teacher. • Students present products, but are not asked to explain how they worked and what they learned.	• Student work is made public by presenting, displaying, or offering it to people beyond the classroom. • Students are asked to explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.