

Success Rubric

Learning Gains	4	3	2	1
Content Knowledge	• Demonstrate deep understanding of topic • Clearly address driving challenge • All learning standards exceeded • Questions answered with explanations and elaborations	• Demonstrates understanding of topic • Addresses driving challenge • All learning standards met • Questions answered with explanations	• Demonstrates some understanding of topic • Minimally addresses driving challenge • Most learning standards not met • Difficulty answering questions	• Demonstrates minimal understanding of topic • Does not address driving challenge • Learning standards not met • Cannot answer questions

Project Processes	4	3	2	1
Self-Direction	For each stage of the project cycle, the Student Project Plan is: • Complete • Well-organized • Clear • On schedule Clear indication of competency in using project management tools. Would be able to use in other projects. Students on team easily co-manage the project.	For each stage of the project cycle, the Student Project Plan is: • Mostly complete • Mostly organized • Mostly clear • Generally on schedule Some indication of competency in using project management tools. May be able to use in other projects. Students on team co-manage the project.	For most stages of the project cycle, the Student Project Plan is: • Incomplete • Disorganized • Unclear • Behind schedule Unclear if competent in using project management tools. Likely would be hard to use in other projects. Students on team have difficulty co-managing the project.	The entire Student Project Plan is: • Incomplete • Disorganized • Unclear • Behind schedule Difficulty using project management tools. Co-management presents many challenges for the team.

Collaboration	Group: • Works well together on all parts of project • Divides activities and tasks appropriately • Has frequent check-ins • Sets and meets daily goals • Uses time wisely and productively • Problem-solves effectively	Group: • Works well together on most parts of project • Divides activities and tasks • Has regular check-ins • Sets daily goals • Uses time productively • Problem-solves appropriately	Group: • Has trouble working together • Divides activities and tasks unevenly • Has infrequent check-ins • Sets and meets daily goals • Uses time inefficiently • Requires teacher help to problem solve	Group: • Does not work well together • Uses time inefficiently • Cannot problem solve
Creativity	• Several different strategies used to come up with new ideas • Surprising and unusual changes and additions made throughout project to improve it	• Some strategies used to think of ideas • Some surprising and interesting changes or additions made to project	• Minimal use of strategies to come up with ideas • Project work lacks imagination	• No demonstration of idea generation • Lacks imagination

(End) Products	4	3	2	1
Deliverables	Throughout the project cycle: • Deliverables exceed success measures • Deliverables are high quality, complete, and build to the final product • Deliverables are done on or ahead of time	Throughout the project cycle: • Deliverables meet success measures • Deliverables are mostly complete and build to the final product • Deliverables are done on time	Throughout the project cycle: • Deliverables incomplete or poor quality • Deliverables are done independent of the final product • Deliverables are behind schedule	Throughout the project cycle: • Deliverables are missing and/or low quality • Deliverables are behind schedule
Final product	The end product: • Exceeds success measures • Fulfills the project goals • Clearly answers the Driving Challenge	The end product: • Meets success measures • Fulfills the project goals • Answers the Driving Challenge	The end product: • Meets some of the success measures • Fulfills some of the project goals • Partially addresses the Driving Challenge	The end product: • Does not meet success measures • Does not meet project goals • Does not address Driving Challenge
Presentation	Presentation of final product: • Uses a logical and interesting sequence • Addresses all requirements • Uses visual or audio aids to enhance the key information • Highly engaging	Presentation of final product: • Uses a logical sequence • Addresses most requirements • Uses visual or audio aids when appropriate • Engaging	Presentation of final product: • Incomplete or disorganized • Addresses some requirements • Visual or audio aids (if used) are distracting • Not very engaging	Presentation of final product: • Incomplete or disorganized • Addresses a few or no requirements • Visual or audio aids (if used) are distracting or used inappropriately • Incomprehensible