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: _____

THRIVE PUBLIC SCHOOLS

	Not Yet a Thrive Project	Approaching Thrive Project	This is a Thrive Project
Authenticity	• 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.	• 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: • 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	• The project is not based on content standards. • Project demands little specific knowledge of central concepts.	• The project is derived from specific learning goals in content area standards. • Project demands specific knowledge of central concepts. • Student develop and demonstrate life skills (e.g. collaboration; presentation; writing).	In addition to **"Approaching"** attributes: • There is a well defined, 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	• 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.	• 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: • 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	• Little independent research is required. • Students gather majority of information from textbooks or encyclopedia-like materials provided by the teacher.	• Students are required to conduct own, independent research. • Students gather information from authentic, but limited number of sources provided by the teacher. • Students use raw data provided by the teacher.	In addition to **"Approaching"** attributes: • 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	• Students have no contacts with adults other than the teacher(s).	• Students have limited contacts 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: • 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	• Students are not provided with clear explanation of the assessment process or and expectations. • Assessment of project is summarized into a single final grade.	• 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: • Students help in establishing assessment criteria. • Students have many opportunities for feedback on their progress from teachers, mentors, and peers.
Adaptation	• Students are not provided voice or choice • All students work towards the same exact outcome	• Students are provided with opportunities to adapt learning outcomes based on their needs • Data informs what the outcomes are for each students • Students have different deliverables based on their competencies	In addition to **"Approaching"** attributes: • Data informs what the outcomes are for each students • Students have different deliverables based on their competencies
Use of Tech.	• Students are not required to use technology or technology use is superficial.	• Students are required to use technology to conduct research, report information, or to calculate formula results.	In addition to **"Approaching"** attributes, students might: • Create interactive media, conduct experiments, manipulate data, or communicate with adult experts.

Adapted for Thrive Public Schools Schools from Adria Steinberg's 6 As, *Real Learning, Real Work* and **New Technology High School & New Technology Foundation**.