Now that you know what you are studying, have an idea what proficiencies you are targeting, and what your final products will be, it is time to think about assessment. Make a copy of this document, name it, share it with your advisor. Next, create your own Independent project rubric using the template below.

Independent Project Evaluation Rubric   **Name:** Elsa Althoff

Brief Project Description	I want to make a breakout box about the history of escape rooms.
An example that exists of a project like this to use as a model:	Jim's breakout box last year.
Name and contact info of an expert who is qualified and available to assess your project:	Name: Mike Garber Title: Owner of Esc4pe Contact Info (email or phone): info@esc4pe.com
Proficiencies/Transferable skills you will address:	Clear and Effective Communication, Self-Direction, Creative & Practical Problem Solving, Responsible & Involved Citizenship, and Informed & Integrative Thinking.

Name five or more criteria you will use to evaluate the quality of your project. **REMEMBER to include learning targets from the proficiency you will demonstrate for at least two of your criteria.** Then describe high and low quality for each criteria. When you complete the project, or the term, you will ask the expert named above to use this evaluation rubric you will use to assess your project. This rubric must be included to demonstrate proficiency through the project.

Here are links to the transferrable skills/performance indicators:

TS 1 Clear & Effective Communication, TS 2 Self Direction, TS3 Creative & Practical Problem Solving, TS 4 Citizenship, TS 5 Informed and Integrative Thinking

Here's a sample of a Transferable Skill criteria and a general project criteria for an art project:

Criteria	Description of a Low Quality Project (Beginning or Developing Level)	Description of High Quality Project (Proficient or Expanding Level)

Solvability	The clues take too little or too long of a time to crack, they are maddening to crack. They cannot be solved with or without the correct clue.	The clues take the approximated time to solve, and they aren't too frustrating that the players get angry. But at the same time, they take time to unlock and decipher. They can be solved with the correct clue.
Look	It has no theme at all, the clues are hand written in chicken scratch, no one can tell what's written on them. The box is unintentionally banged up, you have no idea what the box is about from the outside.	The clues have an overall theme and aesthetic, they look how they were planned to look. The box isn't banged up (unless it's supposed to be) and you can have a hint of the theme when you see the box.

Criteria	Description of a Low Quality Project (Beginning or Developing Level	Description of High Quality Project (Proficient or Expanding Level)
Educational	People can't tell you what they learned after they cracked the box, the clues don't have any educational properties to them and are confusing, the player leaves feeling defeated.	People could tell you what they learned after they crack the box, the clues are educational and easy to comprehend, the player leaves feeling smart.
How fun it is	It's hard to learn about the topic from the clues, the hints don't make any sense and they encourage you to give up and be sad.	It's easy to learn about the topic from the clues, the hints make sense and they encourage you to be creative and have fun with it.

Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.	Nothing is connected, and the metaphorical clock's gears don't turn because all the gears grind against each other. When you solve a clue nothing happens, and it is impossible to open the box.	All the locks and clues correspond with each other, and the end result is that players open the box and learn about web series.
D. Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions.	No testing is used, and in the end there are multiple ways to crack the code instead of the desired way. No one tries the box before exhibitions, and there is no way of telling if people can actually break into the box.	Come up with a variety of ways people could hypothetically crack the codes the wrong way, and make sure it is clear that there only one way to crack it. Have multiple people try to do the breakout box before exhibitions.
D. Demonstrate flexibility, including the ability to learn, unlearn, and relearn.	The locks are matched, but without creativity and an open mind. While researching, only one mindset is used, and one solution to be used for everything is proposed.	Match the locks with specific clues, but while in the making process do not be afraid to mix things up to try to find another way the locks and clues could correspond. While collecting data about how to make a breakout box and clues, be open to multiple solutions to problems, and don't stick with one mindset for the entire project.