Project Rubric--- 2019

Project Plan	**Basically Frozen but make it a talent show act**
Link an example of a project like this to use as a model:	Pretty much any America's Got Talent submission. Here's one I like that shows how I want to splice the music: https://www.youtube.com/watch?v=yv6jiqVmmSI
Qualified project mentor/expert in the field you can interview	Name: Aimee Bushey Title: Chorus/music teacher here at SBHS. Contact Info (email or phone): abushey@sbschools.net

Independent Project Evidence Checklist:

✓ Project Plan Proposal
✓ Project Calendar & Journal - both maintained throughout the project
✓ Rubric (add in project-specific criteria to this standard rubric)
✓ Research Notes w/ MLA Bibliography (your synthesis of the research)
    ❏ 3+ pages from varying sources
    ❏ Interview w/ an expert in the field
✓ Evidence of Application (your product)
✓ Overview Statement (O-term only)
✓ Portfolio Page (w/ goal, outcomes, evidence & reflection)

Each of the deliverables listed above is required for a project to reach completion and be reviewed for proficiencies. These deliverables are the evidence used to make the determination of proficiency on the rubrics below.

RUBRIC DIRECTIONS: Every independent project inherently requires you to employ a number of proficiencies. We have built those into the rubric strips you will find below. That means, if you fulfill the above checklist of required deliverables with good quality work, you will earn 4 proficiencies. In addition to those 4, you likely will demonstrate additional proficiencies that are specific to your project. Use the list of proficiency indicators to select 1-3 more proficiencies you will demonstrate with your project. Once you have identified them, use the proficiency rubrics to fill in the blank rubric strips. Keep in mind that a more complex project will earn more proficiencies than a less complex or in depth project.

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

I.   **Project Management: I managed my time well to meet my goals.**
   ❏   I set and met clear goals for my project and my learning.
   ❏   I stayed on track with deadlines, advocated for time adjustments and met those changes.
   ❏   I planned, documented, and revised my work throughout the project (including project plan proposal, calendar, journals)
   ❏   I maintained an accurate record of my process through my journals and calendar.

Performance Indicator	"Beginning" (1) or" Developing" (2)	"Proficient" (3)	"Accomplished" (4)
Self Direction C. Demonstrate initiative and responsibility for learning.		I can ● Monitor and make decisions around my learning goals, identify my strengths and needs, and employ strategies that allow me to achieve my goals; ● Self-start and manage my time by organizing and prioritizing to complete a task.	

II.   **Inquiry: I investigated a topic deeply and accurately to uncover new learning.**
   ❏   I thoroughly researched my topic, and documented that process through clear and organized notes.
   ❏   I explored my topic through multiple, varied sources (listed in my bibliography) that offered different, reliable perspectives.
   ❏   I integrated the findings from my research into my product to demonstrate my new learning.
   ❏   I consulted at least one expert in the field related to my project topic, and documented that consultation.

Performance Indicator	"Beginning" (1) or" Developing" (2)	"Proficient" (3)	"Accomplished" (4)
Informed & Integrative Thinking B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge		I can ● Evaluate the credibility of multiple and varied sources to analyze the interrelationships among concepts.	

III. **Communication: I conveyed what I did and what I learned.**
- ❏ I selected effective products/applications to communicate my new learning that were appropriate for the content.
- ❏ I documented and communicated my learning process to my advisor and other stakeholders through planning tools, meetings, emails, feedback/work critiques, and exhibitions.
- ❏ I thoughtfully reflected on my new learning at the end of the process.

Performance Indicator	"Beginning" (1) or" Developing" (2)	"Proficient" (3)	"Accomplished" (4)
Communication 1A. I can demonstrate organized and purposeful communication.		I can ● Present my ideas coherently, with a logical sequence; ● Use academic language and/or images to enhance my message and present my subject in a precise manner.	
Communication 1E. Demonstrate effective, expressive, and receptive communication, including oral, written, multimedia, and performance.		**I** can ● use language to communicate my thinking in an organized way. ● use my voice for a specific purpose, audience, and mode of communication.	

IV. **Additional: My specific project also required that I demonstrate additional skills and knowledge.**
- ❏ **I am going to create a variety of different mashups, and figure out which one flows best**
- ❏ **I need a more detailed definition of this PI.**

Performance Indicator	"Beginning" (1) or" Developing" (2)	"Proficient" (3)	"Accomplished" (4)
TS 3D. Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat		II can ● Generate and consider a range of solutions and compare the strengths and weaknesses of each, using evidence to justify the choice of solution.	

the process to generate alternate solutions.			

V. Additional: My specific project also required that I demonstrate additional skills and knowledge.
- ❏ **I can work with community partners and teachers in a respectful way**
- ❏ **I will take criticism well, and ask for constructive if it is not to start out with**

Performance Indicator	"Beginning" (1) or" Developing" (2)	"Proficient" (3)	"Accomplished" (4)
TS 4, C. Respect diversity and differing points of view.		I can • Engage in open discussion and respond thoughtfully to differing points of view; • Explain how my words, actions, attitudes and behaviors may be interpreted by others	

VI. Additional: My specific project also required that I demonstrate additional skills and knowledge.
- ❏ **I will work with different types of technology to get the desired outcome**
- ❏ **I will use technology to advance my new learning**

Performance Indicator	"Beginning" (1) or" Developing" (2)	"Proficient" (3)	"Accomplished" (4)
TS 3, E. Use a range of tools, including technology, to solve a problem.		I can • Use multiple tools together to effectively solve a problem.	I can • Develop generalizations about the tools used and apply them to new problems or situations; Or • Create alternative evidence that expands upon proficient.