

# SIX A's PROJECT DESIGN RUBRIC

	UNSATISFACTORY	BASIC	EXEMPLARY
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>The project has little or no connection with the outside world.</li> <li>The problem or question has little or no meaning to the students.</li> <li>There is no audience for the student work.</li> </ul>	<ul style="list-style-type: none"> <li>The project simulates "real world" activities.</li> <li>The problem or question has meaning to the students.</li> <li>There is an appropriate audience for the student work.</li> </ul>	<ul style="list-style-type: none"> <li>Adults in the "real world" are likely to tackle the problem addressed by the project.</li> <li>The problem or question has meaning to the students.</li> <li>There is an external audience for the student work.</li> </ul>
<b>Academic Rigor</b>	<ul style="list-style-type: none"> <li>The Driving Question is not based on standards.</li> <li>The project demands little specific knowledge of central concepts.</li> <li>Students can complete the project without learning new content.</li> <li>Project does not include habits of mind in outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>The Driving Question is based on standards.</li> <li>The project demands specific knowledge of central concepts.</li> <li>Students learn minimal content.</li> <li>Project reinforces previously learned habits of mind.</li> </ul>	<ul style="list-style-type: none"> <li>There is a well-defined and clear Driving Question that is derived from specific national, state, district, or school content standards.</li> <li>The project demands breadth and depth of specific knowledge of central concepts.</li> <li>Students develop new habits of mind (e.g., questioning; precision of language and thought; persistence).</li> </ul>
<b>Applied Learning</b>	<ul style="list-style-type: none"> <li>Students do not apply new knowledge to a problem.</li> <li>Students are not required to develop collaborative or teamwork skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply new knowledge to a problem.</li> <li>Students are required to work in teams.</li> <li>Students use self-management skills to improve their performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply new knowledge to a realistic and complex problem.</li> <li>Students use multiple high-performance work organization skills (e.g., working in teams; using technology appropriately; communicating ideas, collecting, organizing, and analyzing information).</li> <li>Students formally use self-management skills (e.g., developing a work plan, prioritizing pieces of work, meeting deadlines) to improve their team's performance.</li> </ul>
<b>Active Exploration</b>	<ul style="list-style-type: none"> <li>No research is required.</li> <li>Students gather information from textbooks or other secondary sources.</li> <li>Students use raw data provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students conduct their own research.</li> <li>Students gather information from a limited number of primary sources.</li> </ul>	<ul style="list-style-type: none"> <li>Students do field-based activities (e.g., interviewing experts, surveying groups of people, exploring worksites).</li> <li>Students gather information from a variety of primary sources and use a variety of methods (interviewing and observing, collecting data, model-building, using on-line services).</li> </ul>
<b>Adult Connections</b>	<ul style="list-style-type: none"> <li>Students have no contacts with adults outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Students have limited contacts with adults outside of school (e.g., guest speakers).</li> <li>The teacher uses role-playing or other staff members to simulate "expert" contact.</li> </ul>	<ul style="list-style-type: none"> <li>Students have multiple contacts with adults outside of school who have expertise and experience and who can ask questions, provide feedback, and offer advice.</li> <li>Students have the opportunity to observe and work alongside adults in a worksite relevant to the project.</li> <li>Adults outside of school provide students with a sense of the real-world standards for this type of work.</li> </ul>
<b>Assessment Practices</b>	<ul style="list-style-type: none"> <li>Students are not provided with explanation of the assessment at early stages of the assignment.</li> <li>The only product is a culminating exhibition or presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment in the early stages of this assignment.</li> <li>Students receive infrequent feedback on their works-in-progress from teachers, mentors, and peers.</li> <li>The project includes multiple products.</li> <li>The final product is a culminating exhibition or presentation that demonstrates their ability to apply the knowledge they have gained.</li> </ul>	<ul style="list-style-type: none"> <li>Students help in establishing assessment criteria.</li> <li>Students use a variety of structured self-assessments (journals, peer conferences, conferences, rubrics). Students receive frequent and timely feedback on their works-in-progress from teachers, mentors, and peers.</li> <li>The final product is a culminating exhibition or presentation in front of an informed audience.</li> <li>The project employs multiple products, and all products are aligned with outcomes.</li> </ul>

*Courtesy of the Buck Institute of Education ([www.bie.org](http://www.bie.org)). The rubric is adapted from materials provided by Napa New Technology High School, Napa, CA. The "Six A's" is adapted from Adria Steinberg, Real Learning, Real Work (Boston, Mass: Jobs for the Future, 1997).*