

Name _____
 Project Title: _____

Adapt this rubric to describe *your* project.

Expectations	Exceeded (Professional Quality)	Achieved (A/B High School Work)	Met (B/C High School Work)	Attempted (Low/Poor Quality Work)
Goals	<ul style="list-style-type: none"> • Student addressed all areas of project proposal thoroughly. • All standards mentioned in proposal, well addressed in project. • Project purpose made very clear. • Student exceeded goals of project. • Hypothetical shelter thoroughly thought out. • Presented to 2-3 groups. 	<ul style="list-style-type: none"> • Student mostly addressed areas of project proposal. • Standards mentioned in proposal addressed to some extent. • Hypothetical shelter mostly thought out. • Presented to 1-2 various groups. 	<ul style="list-style-type: none"> • Student somewhat addressed most areas of project proposal. • Student addressed some parts of standards mentioned in proposal. • Presented to 1 group. 	<ul style="list-style-type: none"> • Project is loosely related to project proposal. • Standards mentioned in proposal not addressed or not satisfactorily addressed. • Presented to no groups.
Research	<ul style="list-style-type: none"> • All resources are properly documented with both citations and bibliography; notes are present. • Attention to quality of resources is apparent. • Wide variety of sources used in-depth. • People resources are critical to the work produced. • The most recent and valuable sources used. • All questions addressed in notes kept through research 	<ul style="list-style-type: none"> • Student documented most sources with citations and bibliography, kept notes. • Student demonstrated some attention given to quality of sources. • Project represented variety of sources (with a limited emphasis on internet sources). • 8-9/11 questions addressed directly in notes kept through research 	<ul style="list-style-type: none"> • Bibliography of all sources and notes are present. • Quality of sources is acceptable. • Project shows a limited variety of sources. • 7-8/11 questions addressed directly in notes kept through research 	<ul style="list-style-type: none"> • Student documented a few sources used and kept some notes. • The quality of sources is not addressed. • Few sources are used. • 6 or fewer questions addressed directly in notes kept through research.
Quality of Product	<ul style="list-style-type: none"> • Professional quality product shows originality, creativity, and in-depth study. • Student generated own idea. • There is proof of multiple critiques from experts. • Product is delivered to specific audience beyond school context. • Conceptual sketches of outside of buildings + floor plan of inside. 	<ul style="list-style-type: none"> • Student adapted ideas from others for the product. • There is proof of multiple critiques. • Product clearly demonstrates an awareness of audience. • Good high school quality... • Conceptual sketches of outside of buildings 	<ul style="list-style-type: none"> • Typical High School work. • Student followed someone else's idea for the product. • Product is intended for a specific audience. 	<ul style="list-style-type: none"> • Poor High School work. • No personal interest in final product. • No demonstration of awareness of audience.



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Expectations	Exceeded (Professional Quality)	Achieved (A/B High School Work)	Met (B/C High School Work)	Attempted (Low/Poor Quality Work)
Process and Improvement	<ul style="list-style-type: none"> • All parts of the project process are completed. • Student sought out critique, made appropriate improvements, and can explain creation process. • Student shows detailed understanding of information, demonstrates significant critical thinking, and uses information at a high level. • 2+ drafts of everything 	<ul style="list-style-type: none"> • All parts of project process are completed. • Student sought out critique and made key improvements. • Most appropriate information is present and understood; student demonstrates critical thinking • 2 drafts of everything 	<ul style="list-style-type: none"> • Some parts of the project process are completed. • Student recognized some needs for improvement and made some of them. • New information was gathered and some critical thinking shown. • 1 draft of few things, 2 of most things 	<ul style="list-style-type: none"> • A few parts of the project process are completed. • Student did not seek out critique of work. • Little new information is gathered but no critical thinking shown. • Only one draft of everything
Project Management	<ul style="list-style-type: none"> • Student always on track, met all deadlines. • Learning and time use are precisely documented. • Student effectively communicated with advisor about project progress. • Gave sufficient time and attention to all parts of the process. • All pieces fully completed and present at finalization meeting 	<ul style="list-style-type: none"> • Student stayed on track most of the time, met most deadlines. • Student finished project within one week of finalization deadline. • Learning and time use are mostly documented by student. • Student gave some time to each part of the project process. • All pieces of completed and present at finalization meeting 	<ul style="list-style-type: none"> • Student stayed on track some of the time and met some deadlines. • Some of learning and time use is documented. • Student gave time to most parts of the project process. • Most pieces completed and present at finalization meeting 	<ul style="list-style-type: none"> • Student is infrequently on track with time but met final deadline. • Learning and time are poorly documented. • Student did not give sufficient time to all parts of the project process. • Some pieces completed and present at finalization meeting.