

**EDCRO RUBRIC**

<b>EXPLORE</b>				
	<b>Advanced 4</b>	<b>Competent 3</b>	<b>Needs Improvement 2</b>	<b>Limited 1</b>
<b>Big picture thinking</b>	<ul style="list-style-type: none"> <li>Student creates a detailed frame or big-picture map that provides clear, specific, and measurable project goals.</li> </ul>	<ul style="list-style-type: none"> <li>Student creates a frame or big-picture map that clarifies the project goals.</li> </ul>	<ul style="list-style-type: none"> <li>The big picture of where the project is going remains unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Frame or big picture of project is not identified.</li> </ul>
<b>Learning challenge and connections</b>	<ul style="list-style-type: none"> <li>Project involves a significant and compelling learning challenge for the student.</li> <li>Student makes insightful and detailed connections between prior knowledge and the current project.</li> </ul>	<ul style="list-style-type: none"> <li>Project involves a learning challenge that pushes the student beyond what they already know or can do.</li> <li>Student identifies what they already know and connects it to the current project.</li> </ul>	<ul style="list-style-type: none"> <li>Project does not clearly push student beyond what they already know or can do.</li> <li>The links between the project and what student already knows are unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Project is not a stretch for student.</li> <li>The links between the project and what student already knows are not stated.</li> </ul>
<b>Research strategies</b>	<ul style="list-style-type: none"> <li>Student creates thorough and insightful lists of research questions, what they need to learn, and resources.</li> <li>Student creates rich documentation of initial research findings.</li> </ul>	<ul style="list-style-type: none"> <li>Student lists research questions, what they need to learn, and resources.</li> <li>Student documents initial research findings.</li> </ul>	<ul style="list-style-type: none"> <li>Lists of research questions, what student needs to learn, and resources are incomplete or off target.</li> <li>Initial research poorly documented.</li> </ul>	<ul style="list-style-type: none"> <li>Research questions, what students need to learn, and resources are not listed.</li> <li>Initial research has not begun.</li> </ul>
<b>OWN: Project purpose</b>	<ul style="list-style-type: none"> <li>Student answers the “<i>So what, who cares?</i>” question with a compelling explanation of why the project necessary for a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>Student answers the “<i>So what, who cares?</i>” question and explains why the project is relevant.</li> </ul>	<ul style="list-style-type: none"> <li>The need or benefit of the project work is still unclear.</li> </ul>	<ul style="list-style-type: none"> <li>The need or benefit of the project work is not stated.</li> </ul>

<b>DESIGN</b>				
	<b>Advanced 4</b>	<b>Competent 3</b>	<b>Needs Improvement 2</b>	<b>Limited 1</b>
<b>Detailed work planning</b>	<ul style="list-style-type: none"> <li>Proposal defines a detailed and efficient sequence of steps to implement all aspects of the project, including monitoring and adjusting the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Students defines a sequence of steps for implementing the project including monitoring and adjusting the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Proposal attempts to describe project implementation steps, but has missing or problematic elements and needs refinement.</li> </ul>	<ul style="list-style-type: none"> <li>The steps described are very general or vague and do not reflect sufficient planning.</li> </ul>
<b>Blueprint of results</b>	<ul style="list-style-type: none"> <li>Student creates a detailed blueprint or model that provides a thorough description of project results.</li> </ul>	<ul style="list-style-type: none"> <li>Student creates a blueprint that describes the project results.</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint begins to paint a picture of results, but may fail to address some key areas or outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint of project results is missing or incomprehensible.</li> </ul>
<b>Content learning</b>	<ul style="list-style-type: none"> <li>Student learns and thoroughly demonstrates that they have learned necessary knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Student learns the knowledge and skills needed to complete project.</li> </ul>	<ul style="list-style-type: none"> <li>Student learns some of the content and skills needed for the project, but obvious gaps remain.</li> </ul>	<ul style="list-style-type: none"> <li>Student does not produce any evidence of content or skill learning for the project.</li> </ul>
<b>OWN: Design reflection</b>	<ul style="list-style-type: none"> <li>Student makes a compelling case for how the project directly connects to their interests, ambitions, and learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Student identifies how the project connects and matters to them as a learner.</li> </ul>	<ul style="list-style-type: none"> <li>Student identifies some areas of interest, but doesn't fully show how the project can help them as a learner.</li> </ul>	<ul style="list-style-type: none"> <li>Student fails to reflect on why the project matters to them.</li> </ul>

<b>CREATE</b>				
	<b>Advanced 4</b>	<b>Competent 3</b>	<b>Needs Improvement 2</b>	<b>Limited 1</b>
<b>Implementation of plan</b>	<ul style="list-style-type: none"> <li>Student implements the plan developed in the design phase with discipline and attention to detail, resulting in an efficient production process.</li> </ul>	<ul style="list-style-type: none"> <li>Student implements the plan developed in the design phase to create a product or performance.</li> </ul>	<ul style="list-style-type: none"> <li>Student follows some of the steps in their plan, but veers off course and misses some important steps.</li> </ul>	<ul style="list-style-type: none"> <li>Plan is not followed and the process suffers as a result.</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>Student solves problems along the way with elegant solutions that address process challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Student solves problems along the way, adjusting to circumstances as they arise.</li> </ul>	<ul style="list-style-type: none"> <li>Progress is obviously slowed by obstacles and circumstances that arise during the project; there is little evidence of problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Project result is compromised by the failure to solve problems during the process.</li> </ul>
<b>Application of knowledge and skills</b>	<ul style="list-style-type: none"> <li>Student demonstrates that they have mastered advanced-level content knowledge and skills as they create the product or performance.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates that they can use content knowledge and skills as they create the product or performance.</li> </ul>	<ul style="list-style-type: none"> <li>Some important knowledge and/or skills are missing from the student's products or performances.</li> </ul>	<ul style="list-style-type: none"> <li>Student's project results don't provide evidence of content or skill learning.</li> </ul>
<b>OWN: Objective self-critique</b>	<ul style="list-style-type: none"> <li>Student provides thorough and thoughtful review of their project work using high-level quality standards.</li> </ul>	<ul style="list-style-type: none"> <li>Student reviews their own work in the light of objective quality standards.</li> </ul>	<ul style="list-style-type: none"> <li>Student partially reviews work but may fail to use objective outside quality standards in their reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection is incomplete or fails to discuss standards.</li> </ul>

<b>REFINE</b>				
	<b>Advanced 4</b>	<b>Competent 3</b>	<b>Needs Improvement 2</b>	<b>Limited 1</b>
<b>Collection of feedback</b>	<ul style="list-style-type: none"> <li>Student conducts a full preview of their work, provides specific goals for audience feedback, and collects feedback using structured tools.</li> </ul>	<ul style="list-style-type: none"> <li>Student conducts preview of work and collects feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Student only previews a portion of their work or doesn't collect feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Student doesn't preview their work.</li> </ul>
<b>Revision of work</b>	<ul style="list-style-type: none"> <li>Student thoroughly analyzes feedback, determines which feedback is relevant, and uses that feedback to make important revisions to their product or performance.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses relevant feedback to improve product or performance.</li> </ul>	<ul style="list-style-type: none"> <li>Student doesn't discern which feedback matters or fails to use the good feedback to improve their product or performance.</li> </ul>	<ul style="list-style-type: none"> <li>Student does not revise their work.</li> </ul>
<b>Exhibition and defense of work</b>	<ul style="list-style-type: none"> <li>Student presents their final work publicly and skillfully answers questions about what their learning, their products, and their process.</li> </ul>	<ul style="list-style-type: none"> <li>Student presents final work and answers questions about product, process, and performance.</li> </ul>	<ul style="list-style-type: none"> <li>Student presents work, but may not be able to answer questions about what they did, how they did it, or why.</li> </ul>	<ul style="list-style-type: none"> <li>Student does not defend their work.</li> </ul>
<b>OWN: Learning reflection</b>	<ul style="list-style-type: none"> <li>Student offers an insightful reflection on what they learned, how their learning has helped shape their values, and what difference the learning will make to them in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Student reflects on what they learned and how their learning represents their values.</li> </ul>	<ul style="list-style-type: none"> <li>Student comments briefly on what they learned but don't really get into specifics or connect their learning to what they care about.</li> </ul>	<ul style="list-style-type: none"> <li>Student does not reflect on their learning or why it matters.</li> </ul>