

Rubric for Assessing Your Enriched Learning Project Plan				
	Not Yet Ready	One Starter Step	Effective Performance	Enriched Performance
Content Mastery	No standards	One content standard	Multiple content standards	Multiple, integrated content and technology standards
	No launch question	Launch question aligned with standard	Launch question aligned with standards and big idea	Launch question aligned with standards, big idea, tasks, and assessments
	Information gathering only	Two phases used to deepen understanding	Three phases connected to outcomes for transfer of concepts	Three phases aligned to promote deep understanding of outcomes
Critical Thinking	No cognitive framework for project	Use of inquiry or problem-solving framework	Cognitive framework focused on deep development of one high-yield thinking skill	Cognitive framework aligned with standards to promote the thinking skill as a way to master content
	No intentional mediation of cognitive functions	Ad-hoc focus on one to three cognitive functions	Intentional focus on improvement of one to three cognitive functions	Improvement of selected functions aligned with outcomes
Collaboration	Little or no purposeful collaboration planned	One to three e-tools promoting collaboration in or outside classroom	Collaboration and communication in classroom fostered by e-tool tasks	E-tool use aligned with outcomes to promote communication in and out of classroom

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Collaboration (continued)	No attention to building of classroom learning community	Students prepared with one to three learning tactics to improve task collaboration and communication in classroom	Students prepared to use a sequence of learning structures to develop a classroom learning community	Learning structures aligned with outcomes, with students prepared to build a learning community
Product	Finished product stands alone	Research informs product completion	Product responds to the essential question; developed through attention to all three phases of learning	Final product aligns with outcome, answers the essential question, and provides evidence of deep understanding of the big idea
	No intentional thinking or problem solving by students required for product making	Evidence of intentional development of two to three thinking or problem-solving skills	Evidence of intentional development of three 21st century skills in addition to critical thinking and problem-solving skills	Strong alignment of 21st century skills in the promotion of deeper understanding of content
	Students working to copy prior product	Students replicating prior product	Students making innovative adaptations to prior product	Students inventing a new product
Assessment	No alignment of parts with final outcomes	Outcomes aligned with standards; other parts not in complete alignment	All elements aligned with content outcomes and standards	All elements aligned with content and process outcomes and standards, including critical thinking and collaboration

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Assessment (continued)	No student reflection required	Reflection used for formative assessment of content	Reflection used for formative assessment of content mastery, critical thinking, and collaboration	Reflection used for formative assessment of all three elements, followed by teacher feedback
	Teacher-set outcomes; grades resulting in content only	Teacher-set outcomes; opportunities provided for students to set individual goals for content	Teacher-set outcomes; opportunities provided for students to set individual or team goals for content mastery, critical thinking, and collaboration	Outcomes for project set by teacher and students, with students setting individual goals in all three elements
Enriching Technology Tools	No technology included in project	Students allowed to select technology tools from their existing skill base	New e-tools and their proper use added to repertoire of students, who assesses development within project	Students challenged to integrate new tools that align with project goals by teacher, who assesses outcomes
Enriching Strategies	No selection of high-yield strategies	One to three tasks encased in a high-yield strategy	Multiple high-yield strategies used to enrich learning of all content	High-yield strategies integrated in all phases of the project and aligned to enrich highest achievement through intentional development of students' learning habits

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