

# Project Design Single Point Rubric

<b>I wonders...</b> (Evidence of areas that may need growth)	<b>IDEALS FOR THIS PROJECT</b>			<b>I likes...</b> (Evidence of meeting or exceeding ideals)
	<b>Design and Planning:</b> Includes quality PBL design elements to help the teacher pull, rather than push, learning authentically through the project.			
	<b>Scaffolding and Assessment:</b> The project teacher connects teaching to student needs, assessing learning early and often to empower student craftsmanship.			
	<b>Implementation and Management:</b> Project implementation is designed to hook and help students move toward autonomously managing the process.			
<b>LEVERS OF QUALITY</b>				
<b>Rich Inquiry:</b> Project provides multiple opportunities and need for high level questioning by students and teacher.	<b>Authenticity:</b> Project challenges students to create products for real world purposes and audiences.	<b>Autonomy:</b> Project provides opportunities for student voice and choice in the process and product.	<b>Meaningful Assessment:</b> Project guides teaching and learning using purposeful formative and summative assessments.	<b>Craftsmanship:</b> Project provides opportunities and reason for students to create craftsman-like products.
<b>Aligned Thinking and Learning:</b> Project is intentionally designed to solicit thinking around desired content, standards, and/or skills students need to know, learn, and understand.				