** Project planning.**

**Project Design: Alignment to outcomes. What students need to know and be able to do**

|  |  |  |
| --- | --- | --- |
|  | **High Quality Essential Question**  The project has an essential question **about either content or skill, that promotes engaging inquiry**, giving meaning to students. |  |
|  | **High Quality Outcomes\*\***  All requirements of the project are **aligned** to the outcomes to be assessed.  The project will elicit a performance or product that could be used to judge proficiency on the **intended learning**, though this **may not be clear** to the student. |  |
|  | **High quality Rubric**  All requirements of the project are **aligned** to the indicators in the rubric. The project will elicit a performance or product that could be used to judge proficiency on the **intended learning**, though this **may not be clear** to the student. |  |
| **High Quality Learning Targets**  Long-term learning targets are aligned to the essential question and outcomes.  Supporting (daily) learning targets are **aligned** to long-term learning targets (indicators in the rubric) of the performance task. |  |

**Project Design: How students will demonstrate what they know and are able to do**

|  |  |  |
| --- | --- | --- |
|  | **Requires judgment and innovation\*\***  The project asks students to **take a position and provide evidence** to justify that position.  The open-ended nature of the project provides students with a **meaningful connection** to the project. |  |
| **Provides students with choice\*\***  It is clear that **all choices will provide evidence of achievement** on the same learning targets. All **choices are within a menu** and ask for a performance or product with approximately the **same level of difficulty, and under the same conditions.** |  |
| **Is authentic\*\***  The project provides **as realistic a context as possible**, given the outcomes and learning targets. The **conditions model learning and applying the skills** **of a discipline t**o a practical situation found in life beyond school. |  |
|  | **Has an engaging launch**  The launch **hooks students and cultivates their interest/curiosity** about the forthcoming project. |  |
|  | **Requires a public exhibition or presentation\*\***  The public presentation takes place at a **high-stakes event** **at the school**.  It includes an explanation of **how and why they did things, with a limited question & answer session**. |  |
|  | **Has an authentic audience\*\***  Students’ audience includes other **people from both within and outside the school**. |  |
|  | **Is interdisciplinary\*\***  The project has components that are **aligned to content/skills in more than one class/subject** yet it is **taught in only one class/subject** |  |
|  | **Has students take an active role\*\***  The project asks students to solve a problem that requires students to **adapt existing options** |  |

**Project Design. How will students get better?**

|  |  |  |
| --- | --- | --- |
|  | **Practice and rehearsal**  The project allows for learning experiences that include **practice and rehearsal** of the final product/performance **in front of an audience**. |  |
| **Reflection and revision**  The project includes **learning experiences** that allow for **reflection throughout** and **revision of benchmarks as well as the final product/performance.** |  |
| **Analysis of models and** **exemplars**  **Models or exemplars are provided** so students have clear understanding of expectations.  Learning experiences that include **analysis of models/exemplars is limited**. |  |
| **Formative Assessment**  Project includes **frequent formative assessments** or checks for understanding so that the **teacher** is collecting evidence of how well students are meeting learning targets.  Formative assessments are **used to adjust instruction** based on the data they yield. |  |