

<b>Research Rubric</b>				
<b>Performance Traits</b>	<b>4 Exemplary</b>	<b>3 Proficient</b>	<b>2 Progressing</b>	<b>1 Beginning</b>
<b>The student gathers information that will guide their learning.</b>	The student evaluates and refines information-gathering strategies to maintain their focus on targeted competencies. The student elaborates on connections between the information gathered and possible alternate directions for their learning.	The student uses their information-gathering strategies to focus learning on targeted competencies.	The student uses an information gathering strategy that allows them to add to their general body of knowledge.	The student compiles information related to the general content of their learning goals.
<b>The student assesses the relevance of the information.</b>	The student is able to successfully defend that the information is entirely relevant to their learning goals and Essential Question.	The student identifies information that is primarily relevant to their learning goals and Essential Question.	The student identifies information that is partially relevant to their learning goals and Essential Question.	The student gathers information that lacks relevance.
<b>The student assesses and analyzes the credibility of the information they have gathered.</b>	The student successfully defends the validity of information used by evaluating the degree of objectivity and accuracy of sources.	The student analyzes the validity of information used by investigating the degree of objectivity and accuracy of sources.	Most of the information the student uses are from credible sources.	The student uses information from non-credible sources.
<b>The student uses a variety of information sources.</b>	The student compares and contrasts information from a variety of documented sources that represent multiple perspectives related to the learning goals.	The student uses information from a variety of documented sources that represent multiple perspectives related to the learning goals.	The student uses information from sources representing a single perspective related to the learning goals.	The student uses information from a single source.

**ELO Woonsocket**

Student Name: \_\_\_\_\_ Project Title: \_\_\_\_\_

Assessor: \_\_\_\_\_ Role: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Reflection Rubric</b>				
<b>Performance Traits</b>	<b>4 Exemplary</b>	<b>3 Proficient</b>	<b>2 Progressing</b>	<b>1 Beginning</b>
<b>The student uses goal setting to manage their learning.</b>	The student regularly evaluates their short term goals and explains how this leads to successfully meeting their long term goals; and based on their evaluation, is able to make adjustments to their work along the way.	The student regularly refers to short and long term goals, outlines next steps in achieving their goals, and uses them to guide their work.	The student identifies short and long term goals and uses them to determine work along the way.	The student identifies short and long term goals.
<b>The student connects their experiences with the targeted standards.</b>	The student communicates about and analyzes connections between their ELO experience and targeted standards; they predict future behaviors/decisions based on their analysis.	The student analyzes connections between their ELO experience and the targeted standards.	Student reflects on experiences and makes a connection to a targeted standard.	Student reflects on experiences; however connections to targeted standards are not made.
<b>The student responds to the challenges and problems encountered during their ELO.</b>	Student identifies and analyzes problems, assesses solutions for the problems, identifies a chosen solution for a specific problem, and evaluates the effectiveness of their choice.	Student identifies and analyzes problem(s), states solutions, and assesses solutions for the problem(s).	Student describes the identified problem(s) and states possible solution(s).	Student identifies problem(s) encountered during ELO work.
<b>The student's thinking develops as a result of ELO experiences.</b>	The student analyzes their own growth by making connections between personal ideas and their ELO experience, leading them to new perspectives or insights.	The student analyzes their own growth by making connections between personal ideas and their ELO experience.	The student makes connections between their personal ideas and their ELO experience.	The student summarizes their ELO experience.
<b>The student uses appropriate language, vocabulary, syntax and grammar to communicate effectively.</b>	Student demonstrates appropriate use of language including vocabulary, syntax, and grammar within an organized structure. Few if any errors. Intention of thought is clearly communicated.	Student uses appropriate language including vocabulary, syntax, and grammar within an organized structure. Errors do not interfere with communication.	The student is inconsistent in their use of appropriate language including vocabulary, syntax, and grammar. Organization of the reflection's structure may or may not be evident. Errors detract from communication.	The student does not use appropriate language including vocabulary, syntax, and grammar. Reflection is not in an organized structure. Errors disrupt the flow of communication.

<b>Product Rubric</b>				
<b>Performance Traits</b>	<b>4 Exemplary</b>	<b>3 Proficient</b>	<b>2 Progressing</b>	<b>1 Beginning</b>
<b>The product demonstrates student achievement of learning goals and targeted standards.</b>	<b>Utilize School-Based or Teacher-Developed Rubric</b>			
<b>The product reflects the individual voice and worldview of the student.</b>	Product reflects a fusion of student interest with the needs of the user/audience. The product is recognized by the panel as a unique, original, and successful response to the Essential Question.	Product shows evidence of a design based either on the needs of an authentic user/audience or the interest of the student. The product is recognized by the panel as an uncommon but successful response to the Essential Question.	Product shows evidence of a design based either on the needs of an authentic user/audience or the interest of the student. The product is recognized by the panel as a standard but acceptable response to the Essential Question.	Product was external to student interest and/or the needs of the user/audience.
<b>The product meets the quality criteria set by the student, teacher mentor and community mentor.</b>	The product meets all of the design criteria established by the panel; has been tested with its intended user/audience or in its intended context; feedback from the intended user/audience has been gathered along the way, analyzed and used to improve or enhance the effectiveness of the product.	The product meets all of the design criteria established by the panel; has been tested with its intended user/audience or in its intended context; and feedback from the intended user/audience is collected.	The product meets all the design criteria established by the student, teacher mentor, and community mentor and has been tested with its intended user/audience or in its intended context.	The product meets the majority of design criteria established by student, teacher adviser, and community mentor.
<b>The student documents the process of designing, creating, using, assessing and modifying their product.</b> (eg: drawings, bibliographies, bills of materials, cost estimates, receipts, photos, videos, etc.)	The student has a collection of artifacts that represent the process of creating the product and includes how feedback (formative and/or summative assessments, etc...) was used to direct the process. Student's intentional selection of artifacts illustrates key learning breakthroughs.	The student has a collection of artifacts that were used in the creation of the product; the collection is organized and an explanation of the process is included.	The student has a collection of artifacts that were used in the creation of the product; the collection is organized, but only briefly referenced.	The student has a collection of artifacts that were used in creating the product.

<b>Presentation Rubric</b>				
<b>Performance Traits</b>	<b>4 Exemplary</b>	<b>3 Proficient</b>	<b>2 Progressing</b>	<b>1 Beginning</b>
<b>The student communicates the information using a variety of strategies. (e.g. eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture).</b>	The presentation communicates the information seamlessly through logical organization, introduction of and clear focus on the topic, smooth transitions, well-chosen supporting details, and a coherent conclusion. The student's delivery uses a variety of strategies to engage the audience and responds to audience cues.	The presentation communicates the information through logical organization and clear focus. The student's delivery is appropriate to the audience, context, and purpose.	The presentation communicates the information with inconsistent organization and/or delivery.	The presentation does not communicate intended information because organization and/or delivery interfere.
<b>The student uses supporting materials (e.g. posters, graphics, illustrations, recordings, models, samples, mic/amps, videos, PPT, etc.) as part of the presentation.</b>	The student frequently integrates relevant supporting materials that adds or clarifies information for the presentation.	The student integrates relevant supporting materials that adds or clarifies information for the presentation.	The student infrequently references supporting materials, which may or may not add information to the presentation.	The student has materials that interfere with their presentation or are not referenced.
<b>The student explains why they choose their ELO and how they used it to meet the targeted standards.</b>	The student explains why they chose this ELO and communicates the reasons for selecting targeted standards and then makes further connections to prior and future learning.	The student explains why they chose this ELO and states the reasons for selecting the targeted standards; an explanation of how formative/summative assessments were used to grow as a learner is included.	The student identifies the targeted standards and explains how each benchmark activity helped them to master the targeted standards.	The student identifies the targeted standards.
<b>The student use inquiry to address the Essential Question.</b>	The student presents their response to the Essential Question and explains how they used it to generate emerging questions, extensions, or cross-curricular relationships.	The student presents their response to the Essential Question. The student describes how it guided their work and whether or not the question changed at all.	The student states their Essential Question, but is unable to articulate how it guided their work.	The student makes no reference to the Essential Question.
<b>The student uses prior work (e.g. reflections, research and the completed product) in the presentation.</b>	The student provides examples of how their research, reflection and product are interconnected in addressing their learning goals.	The student provides examples of how their research, reflection and product illustrate their progress in addressing their learning goals.	The student provides examples of 2 out of the 3 prior ELO components in describing their learning goals.	The student provides examples of 1 of the 3 prior ELO components in describing their learning goals.
<b>The student shares how they were impacted by their ELO.</b>	The student communicates what they learned through the successes and challenges of the ELO experience, how they changed as a result, and identified related future learning goals.	The student communicates what they learned through the successes and challenges of the ELO experience.	The student identifies a success and a challenge of the ELO experience, with few details or commentary.	The student identifies a success or a challenge of the ELO experience without any details.