

## Project Plan Rubric for School Museum Projects, LOD pp. 26 - 27

Note the performance level that is most descriptive of the curriculum and project plan for your school museum. If necessary, set goals for improving the quality of your project plan.

	Excellent	Progressing	Needs Improvement
Topic	The museum <b>topic</b> is interesting to students and adults. It supports the curriculum and is multifaceted enough to warrant deep study.	The museum topic is interesting to students but is not quite compelling enough to interest adults. The topic supports the curriculum and is multifaceted enough to warrant deep study.	The museum topic holds some interest for students, peripherally relates to curriculum, and lends itself to superficial study. The topic is too narrow or lacks focus to justify deep study.
Content	<p>The <b>big idea</b> of the school museum generates curiosity among students and adults and clarifies the particular angle that students will take in their study of the museum topic.</p> <p>The <b>storyline and focus questions</b> for the school museum provide direction for upcoming research while still being open-ended enough to encourage student exploration. The storyline and focus questions add up to a significant and coherent "story worth telling" regarding the museum topic and provide a rough outline of the content that will be studied—content that reflects areas of interest among teachers and students.</p> <p>The <b>statements of expected student learning</b> are comprehensive and realistic. They specify subject area content that students will learn in the school museum project—content that is well aligned to the local curriculum and state standards.</p> <p><b>Research questions</b> are clear and stated in such a way that students can easily pursue their study.</p>	<p>There is an unstated big idea for the school museum that eventually may be evident to the students and visitors.</p> <p>The storyline and focus questions for the school museum provide direction for upcoming research while still being open-ended enough to encourage student exploration. Although the focus questions don't quite add up to a significant and coherent storyline for the museum topic, they do provide a rough outline of the content that will be studied—content that reflects areas of interest among teachers and students.</p> <p>There are some statements of expected student learning that specify subject area content that students will learn in the school museum project, but they aren't complete. However, the content that has been defined is well aligned to the local curriculum and state standards.</p> <p>Research questions are clear and stated in such a way that students can easily pursue their study. They are, however, somewhat incomplete since the statements of expected student learning aren't comprehensive.</p>	<p>There has been no attempt to identify a big idea for the school museum.</p> <p>The storyline and focus questions for the school museum are either so open-ended that students don't understand them or so narrow that they limit interest in the subject. Focus questions don't provide direction for upcoming study. They may yield some interesting facts, but the questions don't add up to anything significant about the topic. The content doesn't reflect areas of interest among teachers and students.</p> <p>There hasn't been a thoughtful effort to develop statements of expected student learning. No attempt has been made to align the project to the local curriculum and state standards.</p> <p>Students aren't given (or coached to develop) research questions. Rather, they are expected to do this work on their own.</p>

	<b>Excellent</b>	<b>Progressing</b>	<b>Needs Improvement</b>
<b>Instructional Timeline</b>	The <b>instructional timeline</b> is planned backward from the scheduled opening event. For each step in the process, there is adequate time for student learning, planning, and reflection.	The instructional timeline is planned several weeks in advance, but there isn't an outline for the entire project. There is adequate time for student learning, but for some phases of the project student planning/ reflection are given short shrift.	The instructional timeline isn't planned in advance. Rather, teachers plan one week or even one lesson at a time as the project unfolds. Critical steps in the process (e.g., learning the full exhibition) are given short shrift.
<b>Collaboration</b>	<p>Planning time is arranged for teachers to engage in <b>ongoing professional development</b> activities such as examining students' work, discussing research-based instructional strategies, creating student-involved assessment, and differentiating instruction. Teachers engage in peer coaching throughout the museum project to improve these practices.</p> <p>Planning time is arranged throughout the project specifically for teachers to examine <b>student assessment data</b> and develop improvement plans based on the results.</p> <p>Individuals and organizations within the <b>community</b> are invited to participate in the development of the school museum. Parents are informed of the upcoming project before it starts, invited to offer their skills and knowledge, and encouraged to volunteer.</p>	<p>Planning time is arranged for teachers to develop the school museum project, but they don't intend to use the project as an opportunity for ongoing professional development.</p> <p>Planning time is not arranged for teachers to examine student assessment data, but individual teachers agree to examine this data on their own.</p> <p>Individuals and organizations within the community are invited to attend the opening, but there is no plan to encourage their participation in the development of the school museum. Parents are informed of the project, but not at the outset, limiting their level of involvement.</p>	<p>There is no arrangement for on-going planning time for teachers. Teachers will plan as they move through the project, stealing time wherever they can. Teachers intend to use meeting time for logistical planning, not professional development.</p> <p>There has been no discussion about collaboration to examine student assessment data.</p> <p>Parents and community members are informed of the project but only as invited guests.</p>
<b>Logistics</b>	<p>Exhibit teams are the appropriate <b>size</b> (fewer than six students), take into account student s' interests, and are balanced by gender, ability and leadership skill.</p> <p>A <b>museum visit</b> is planned for students to study exhibit design using an observation guide.</p> <p>An <b>opening date</b> is scheduled and publicized before the project begins.</p>	<p>Exhibit teams are the appropriate size (fewer than six students) and take into account student s' interests. The teams aren't as balanced as they could be—for example, some teams lack a student leader.</p> <p>A museum visit (or comparable activity) is scheduled but how students will study exhibit design is not clear.</p> <p>An opening date is scheduled soon after the start of the project—in time to adequately publicize the event.</p>	<p>Exhibit teams are too large (six or more students), do not reflect students' interests, and are not balanced by gender, ability, and leadership style.</p> <p>A museum visit (or comparable activity) has not been planned.</p> <p>An opening date isn't scheduled before the start of the project and is selected weeks or days before the end of the project.</p>