

**Teacher Rubric for Project Plan, Timeline, and Assessment Plan**

	<b>Trait</b>	<b>Excellent</b>	<b>Progressing</b>	<b>Needs Improvement</b>
<b>PROJECT PLAN</b>	<b>Big Idea</b>	The big idea for the museum is written as a single statement, which includes a subject, action, and consequence. The big idea generates curiosity among students and adults.	The big idea of the school museum may not have a subject, action, and consequence, but clarifies the particular angle that students will take in their study of the museum topic and generates curiosity among students and adults.	There is an unstated big idea for the school museum that eventually may be evident to the students and visitors.
	<b>Focus Questions</b>	The 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.	The focus questions provide a rough outline of the content that will be studied but they don't completely represent the full "story worth telling" regarding the museum topic.	The focus questions are either so open-ended that students won't understand them or so narrow that they limit interest in the subject. Together, they don't represent a coherent storyline.
	<b>Research Questions</b>	Research questions are comprehensive and realistic, specify subject area content students will learn and are stated in such a way that students will be able to pursue their study.	Research questions specify subject area content students will learn but exclude a few important aspects of study related to the focus questions. The questions that exist are stated in such a way that students will be able to pursue their study.	Research questions exclude many important aspects of study related to the focus questions. They are stated in such a way that students may be confused about how to pursue their study.

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<b>TIMELINE</b>	<b>Project Timeline</b>	Project timeline incorporates each step in the school museum process and is planned backward from the opening event. For each step in the process there is adequate time for student learning, planning, and reflection.	Project timeline incorporates most steps in the school museum process. There is adequate time for student learning, but for some phases of the project student planning and reflection are given short shrift.	The steps in the school museum process are not adequately addressed in the project timeline and certain critical steps (e.g., learning the full exhibition) are given short shrift.
<b>ASSESSMENT PLAN</b>	<b>Targets</b>	The school museum project learning targets are written in language that students understand.	The learning targets are clearly identified for the teachers but there is no plan to present them to students.	There are unstated learning targets that the teacher has in mind.
	<b>Student-involved formative assessment</b>	For all targets, activities are integrated into the instructional plan to help students understand quality work, compare their work to that standard, and improve their performance.	For some targets, assessments activities are integrated into the instructional plan to help students understand quality work, compare their work to that standard, and improve their performance.	Few assessment activities are integrated into the instructional plan. Students don't fully understand quality work, are unable to compare their work to a standard, and have difficulty knowing how to improve their performance.
	<b>Summative Assessment</b>	The grading plan includes summative assessments that show student achievement for all learning targets.	The grading plan includes summative assessments that show student achievement for some learning targets, but there isn't time to collect this evidence for all targets.	The grading plan includes some summative assessments, but they aren't well aligned to the learning targets.