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Instructional Process Rubric for School Museum Projects, LOD pp. 66 - 67

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

	Excellent	Progressing	Needs Improvement
Planning	Each step in the school museum process is **planned in advance** of instruction. Teachers understand, refer to, and incorporate the **key questions** for each step of the process as they plan the project (see LOD Figure 5.1) and as instruction unfolds. Teachers understand the **traits of high-quality** teamwork, research, exhibit design, and label copy. The teach students about these traits and frequently refer to them throughout instruction.	Most of the steps in the school museum process are planned in advance of instruction. Teachers incorporate the key questions for each step of the process as they plan the project (see LOD Figure 5.1), but when instruction is underway they rarely use the questions to focus students' work. Teachers understand the traits of high-quality research, exhibit design, label copy, and teamwork. They teach students these traits at the outset of the project, but seldom refer to them during the project.	The steps in the school museum process are not adequately planned in advance of instruction. Teachers understand the key questions for each step of the process (see LOD Figure 5.1), but don't incorporate them in planning or actual instruction. Teachers superficially cover the traits of high-quality research, exhibit design, label copy, and teamwork during initial instruction, but don't refer to them during the project.
Revision	Throughout the project teachers reflect on students' work, assessment data, and their own impressions of the strengths and weaknesses of the project, and they **adjust** their instructional plans accordingly. Teachers plan **mini-lessons** in advance of instruction. They incorporate additional mini-lesson during the project when it becomes apparent that students need more support to develop their teamwork, research, writing, design, construction, or communication skills. Teachers monitor **alignment** of the targets, assessments and instruction as the project unfolds and changes from its initial inception.	Teachers occasionally reflect on students' work and their own impressions of the strengths and weaknesses of the project and they adjust their instructional plans accordingly. However, there isn't a systematic or consistent way in which teachers engage in this reflective work, and they do not consider assessment data. Teachers plan mini-lessons in advance of instruction. They don't incorporate additional mini-lessons when it becomes apparent that students need more support to develop their teamwork, research, writing, design, construction, or communication skills. In planning the project, teachers align the learning targets, assessments, and instruction. When unpredictable changes occur as the project unfolds, teachers sometimes don't take the time for realignment.	Teachers rarely reflect on students' work and their own impressions of the strengths and weaknesses of the project. They do not consider assessment data. Rather, they devote their time to logistical issues or the planning the next phase of the project. Teachers plan some mini-lessons in advance of instruction. They don't provide enough support for students to develop teamwork, research, writing, design, construction, or communication skills. Teachers don't carefully align the learning targets, assessments, and instruction when they plan the project or when changes occur as the project unfolds.

	Excellent	Progressing	Needs Improvement
Teaching	Teachers effectively **guide** student teams as they produce high-quality research, label copy, and exhibits. Teachers effectively **manage** the unfolding and sometimes changing project timeline. They oversee the effective use of time among student teams. Teachers use the school museum project as an opportunity for **student learning and skill development**. They don't maintain a narrow focus on completion of the project in and of itself. As the project unfolds, teachers help students see **connections** between their new knowledge and old knowledge. There is adequate time for **student-involved formative assessment**.	Teachers guide student teams as they produce research, label copy, and exhibits. They sometimes focus on production of high-quality work, but other times they sacrifice this focus to meet project deadlines. Teachers effectively manage the unfolding and sometimes changing project timeline. But sometimes student teams waste time by being off task or because they are confused about what they are to do. In planning the project, teachers view the school museum as an opportunity for student learning and skill development. Once the project is underway, however, there are times when the completion of the project becomes the priority. As the project unfolds, teachers sometimes help students see the connections between their new knowledge and their old knowledge. Sometimes they don't take the time to do this due to project deadlines. Instructional plans include some time for student-involved formative assessment but not enough for students to be able to monitor the quality of their work in production.	Teachers urge student teams to complete their research, label copy, and exhibits but don't effectively guide this work. When unexpected changes occur within the project, timeline adjustments are made haphazardly and are not well communicated among teachers or to students. Sometimes student teams waste time by being off being confused about what they are to do. Teachers view the school museum project as an end in itself and often prioritize the completion of the project above the opportunity to advance student learning and skill development. Teachers rarely help students see the connections between their new knowledge and their old knowledge. Instead, they are focused on project completion. Because there isn't a clear time line for the project, there is no way to know whether students have adequate opportunities for student-involved formative assessment.
Student Collaboration	Teachers systematically arrange for and promote **interdependent collaboration** among students. Teachers monitor student teamwork and ensure that **roles** are assigned within teams. Each team has a student leader that keeps the group focused and on task. This role may be rotated among students, but there is always a capable student in this role.	Teachers promote collaboration among students, but sometimes independent work overwhelms collaborative work. The interdependence of team members isn't evident. Teachers emphasize the importance of teamwork and ensure that roles are assigned within teams. Teamwork isn't closely monitored throughout the project, and there are times when teams don't have effective student leadership.	Teachers place students on teams, but students function independently. Rarely do they share work and collaboratively develop a coherent answer to their focus question. Team members aren't interdependent. Teachers emphasize the importance of teamwork but don't adequately ensure that roles are assigned within teams. Teamwork isn't monitored throughout the project, and many teams don't have effective student leadership.