



New Technology  
F O U N D A T I O N

# **21st CENTURY LEARNING: THE PROJECT APPROACH**

# NEW TECHNOLOGY FOUNDATION

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## NEW TECHNOLOGY HIGH SCHOOLS

*Supporting New 21st Century High  
Schools Based on the  
New Technology High School Model*

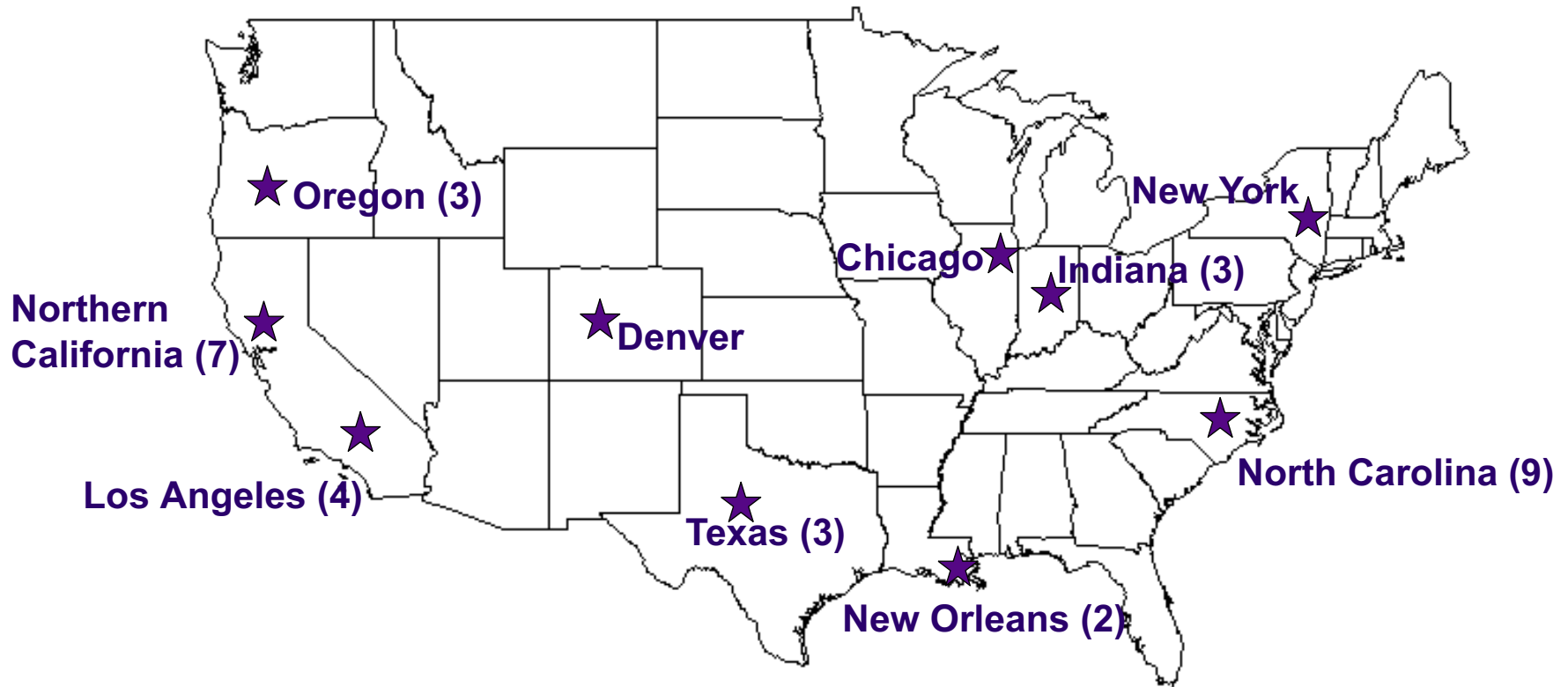


***A School Development Organization***



# The New Tech High Network

★ Anchorage



Starting in 2001, the New Technology Foundation has now helped **35** schools adopt the New Tech High School model.



# 21ST CENTURY SKILLS DEFINED

## LEARNING & INNOVATION

Creativity & Innovation  
Critical Thinking & Problem-solving  
Communication & Collaboration

## LIFE & CAREER

Flexibility & Adaptability  
Initiative & Self-direction  
Social & Cross-cultural Skills  
Productivity & Accountability  
Leadership & Responsibility

## INFORMATION & TECHNOLOGY

Information Literacy  
Media Literacy  
ICT Literacy



**PARTNERSHIP FOR  
21ST CENTURY SKILLS**



# Questions Emerge....

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**How do we create a rigorous, relevant, student-centered learning environment that better prepares all students for the 21<sup>st</sup> Century?**



# Questions Emerge....

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**How do we measure these skills?**

**How do we capture the students growth in these skills over time?**

**How do we engage students in the learning process to build these skills?**



# SESSION OBJECTIVES



**Address these questions through Project Based Learning (PBL) as an instructional strategy to address state content standards and 21st Century Skills**

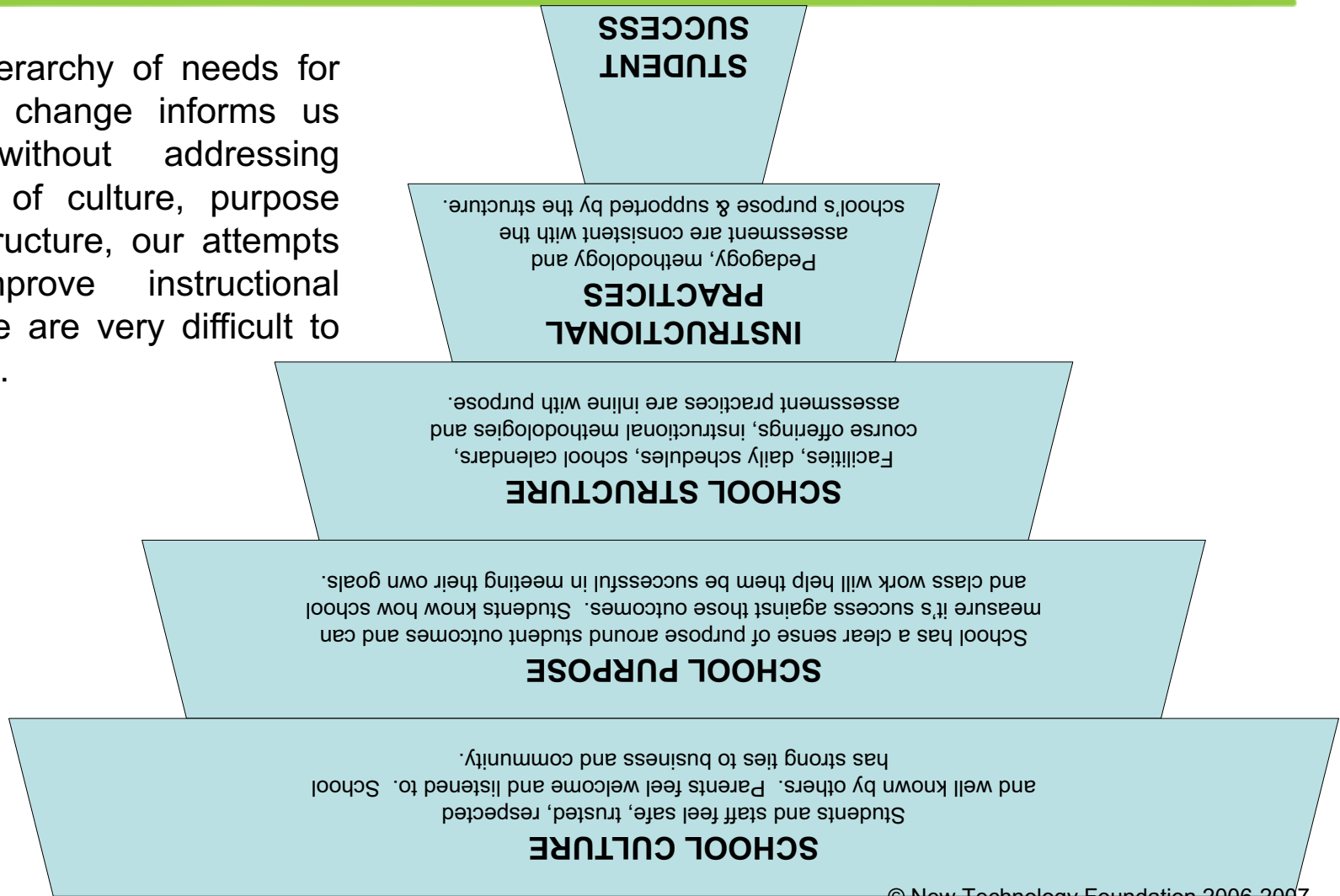
**Share school wide strategies for assessing and reporting 21st Century skill development to students and parents.**

**Share other school wide initiatives which support PBL and 21st Century Learning.**



# HIERARCHY OF NEEDS FOR A 21ST CENTURY SCHOOL

The hierarchy of needs for school change informs us that without addressing issues of culture, purpose and structure, our attempts to improve instructional practice are very difficult to sustain.



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# School Purpose

**21st Century Skills as Learning Outcomes or  
Expected School Wide Learning Results (ESLRS)**



**CRITICAL THINKING**  
**COLLABORATION**  
**ORAL COMMUNICATION**  
**WRITTEN COMMUNICATION**  
**TECHNOLOGY LITERACY**  
**CITIZENSHIP AND ETHICS**  
**CAREER PREPARATION**  
**CORE SUBJECT MASTERY**





# INSTRUCTIONAL PRACTICES



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**PBL vs. Doing Projects**

**The Project is the Curriculum**

**Creating a “Need to Know”**

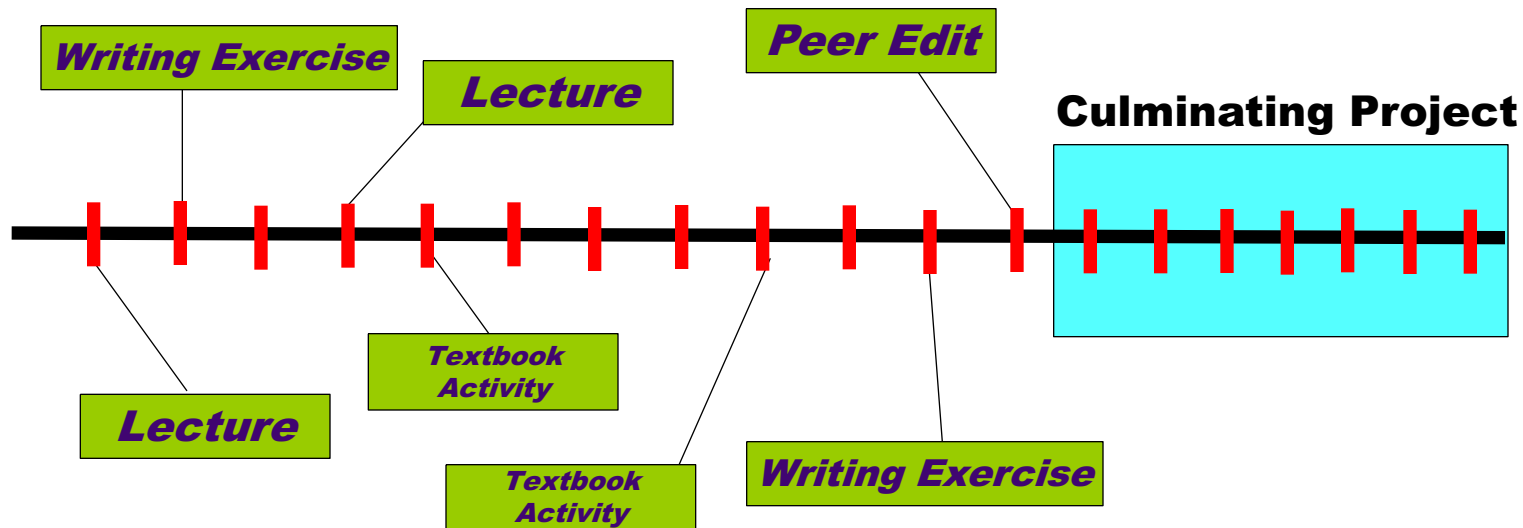
**Teacher Acts as a Coach**

**Focus on Skills as well as Content Standards**



# ~~PBL vs. DOING PROJECTS~~

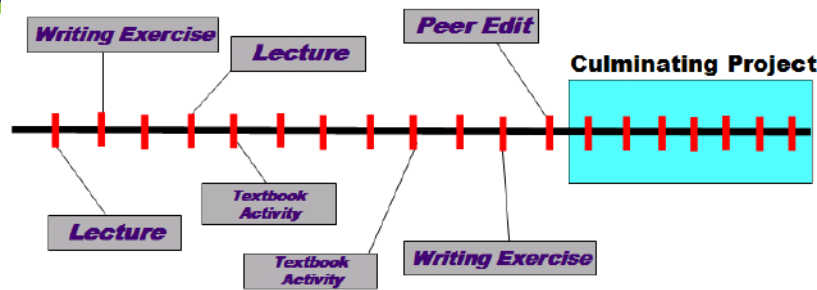
**Projects:** Large activities completed after the students have been pushed through homework assignments, lectures, and readings. Usually a culminating event for a unit or semester.



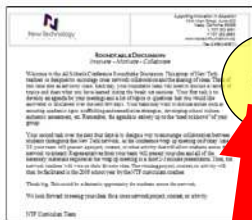
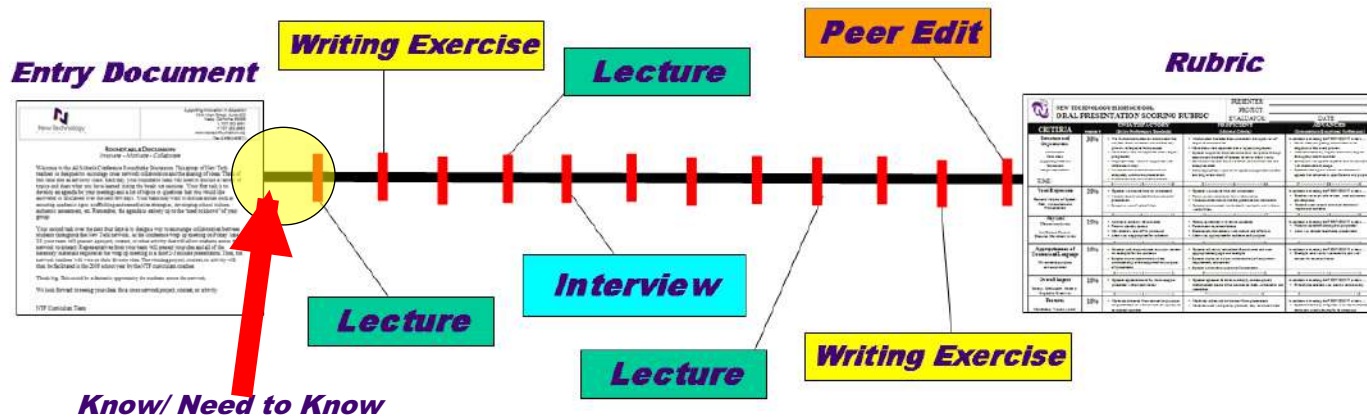


# PBL vs. DOING PROJECTS

Projects:



**PBL:** Students are pulled through the curriculum by a driving question or realistic problem that provides a “need to know” the material. Lectures and readings are integrated into the problem as the students need the information.



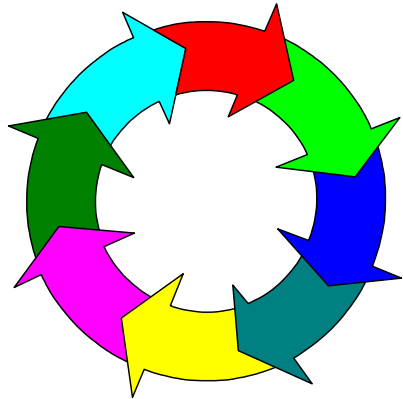
NEW TECH FOUR'S RUBRIC FOR IDEAL PRESENTATION SKILLS		PRESENTER	
		PROJECT	GRADE
CRITERIA	LEVEL	EXCELLENT	GOOD
Delivery and Organization	20%	1. Organized and easy to follow	2. Organized and easy to follow
Time	20%	1. On time	2. On time
Visuals	10%	1. Clear and professional	2. Clear and professional
Appropriateness of Content/Length	10%	1. Appropriate and professional	2. Appropriate and professional
Questioning	10%	1. Asks questions and answers	2. Asks questions and answers
Research	10%	1. Research is thorough and accurate	2. Research is thorough and accurate

Know	Need to Know



# WHAT DOES PBL LOOK LIKE?

PROJECT  
INFORMATION



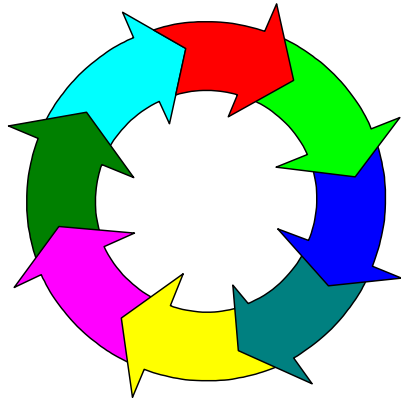
**Each unit begins when students are presented with a complex, standards-based problem**

**Students create a list of things they “need to know” which drives classroom activities**



# WHAT DOES PBL LOOK LIKE?

PROJECT  
INFORMATION



GROUP  
PLANNING



**Groups establish rolls  
and norms then begin to  
assign tasks**



# WHAT DOES PBL LOOK LIKE?



**Students use computers, text books, interviews, and experiments to gather information related to their “need to knows”**





# WHAT DOES PBL LOOK LIKE?



**Teachers continue to help student understand the subject with lectures, assignments, readings and other activities that are tied to the project**



# WHAT DOES PBL LOOK LIKE?



**Students create and refine solutions to the problem as they continue to cycle through the stages until time runs out**



# WHAT DOES PBL LOOK LIKE?

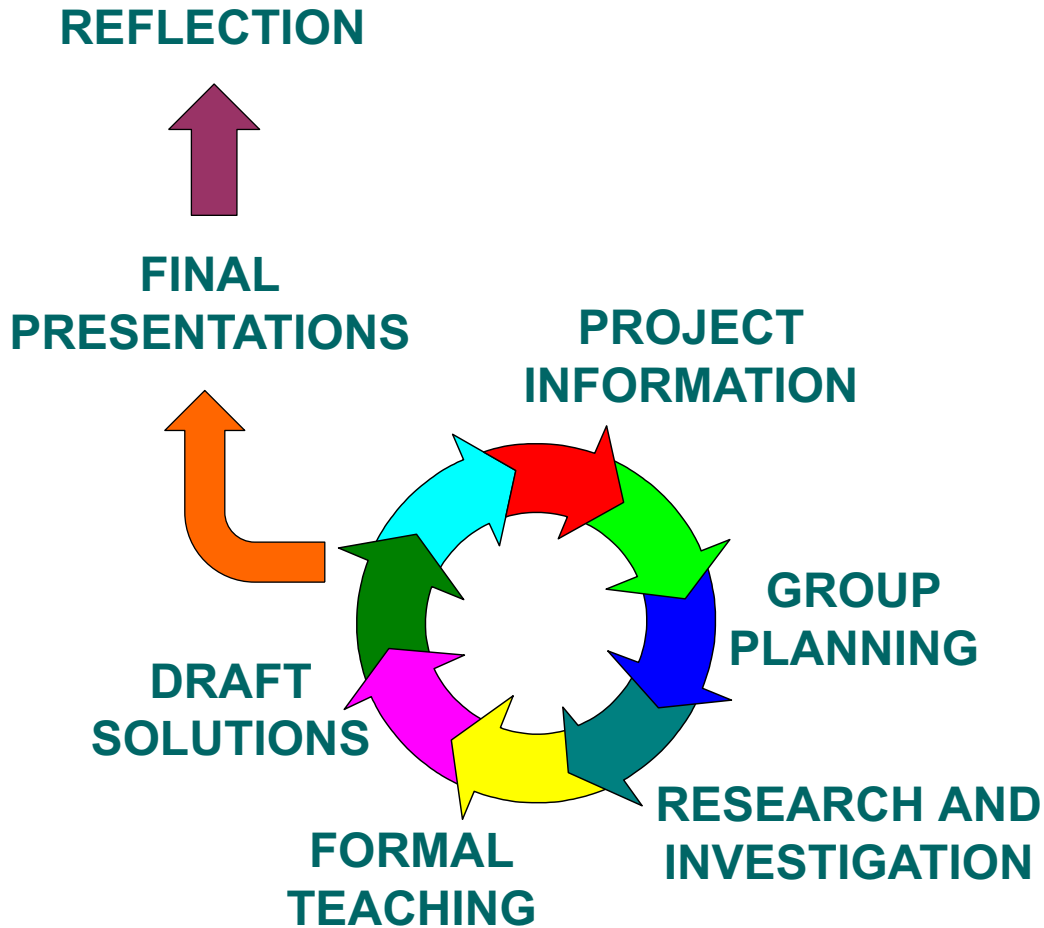


**Students present their ideas through debates, skits, panels, presentations, etc.**

**Their work is evaluated by peers, teachers, parents, and community members.**



# WHAT DOES PBL LOOK LIKE?



**A critical last step is to give students time to reflect on their learning, on their performance, and provide the teacher with feedback on the project.**



# INSTRUCTIONAL PRACTICES



**PBL vs. Doing Projects**

**The Project is the Curriculum**

**Creating a “Need to Know”**

**Teacher Acts as a Coach**

**Focus on Skills as well as Content Standards**





# QUALITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

## Project Idea Rubric

NEW TECHNOLOGY FOUNDATION PROJECT IDEA RUBRIC		PROJECT: _____ AUTHOR: _____	
	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>Project has little or no connection with the outside world or other curricular areas</li> <li>The problem or question has little or no meaning to the students</li> <li>Problem has a single correct answer</li> </ul>	<ul style="list-style-type: none"> <li>Project simulates "real world" activities. Adults are likely to tackle the problem or questions addressed by the project</li> <li>The problem or question has meaning to the students and provides a clear "need to know"</li> <li>Project has several possible correct solutions</li> </ul>	In addition to "Acceptable" attributes: <ul style="list-style-type: none"> <li>Entities or persons outside of the school will use the product of student work</li> <li>Students will present and defend solution to a real and appropriate audience for the student work</li> </ul>
<b>Academic Rigor</b>	<ul style="list-style-type: none"> <li>The project is not based on content standards</li> <li>Project demands little specific knowledge of central concepts</li> </ul>	<ul style="list-style-type: none"> <li>The project is derived from specific learning goals in content area standards</li> <li>Project demands specific knowledge of central concepts</li> <li>Student develops and demonstrates life skills (e.g. collaboration; presentation; writing)</li> </ul>	In addition to "Acceptable" attributes: <ul style="list-style-type: none"> <li>There is a well-defined, clear driving question that is derived from specific national, state or district content standards</li> <li>Project demands breadth and depth of specific knowledge of central concepts</li> <li>Students develop habits of mind (e.g., concern for evidence; viewpoint, and cause and effect; precision of language and thought; persistence)</li> </ul>
<b>Applied Learning</b>	<ul style="list-style-type: none"> <li>New skills and knowledge are not applied toward solution development</li> <li>Students work primarily alone and with little self-management</li> <li>Learning occurs out of context of project</li> </ul>	<ul style="list-style-type: none"> <li>New skills and knowledge are applied toward solution development</li> <li>Students are required to work in groups where curricular topics and skills are discussed and debated in context of the project</li> <li>Students use self-management skills informally</li> </ul>	In addition to "Acceptable" attributes: <ul style="list-style-type: none"> <li>Students apply new knowledge to a realistic and complex problem</li> <li>Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information)</li> <li>Students formally use self-management skills (e.g., develop a work plan, prioritize pieces of work, meet deadlines, identify and allocate resources)</li> </ul>
<b>Active Exploration</b>	<ul style="list-style-type: none"> <li>Little independent research is required</li> <li>Students gather majority of information from textbooks or encyclopedia-like materials provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to conduct own, independent research</li> <li>Students gather information from authentic, but limited number of sources provided by the teacher.</li> <li>Students use raw data provided by the teacher.</li> </ul>	In addition to "Acceptable" attributes: <ul style="list-style-type: none"> <li>Students are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration)</li> <li>Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and reviewing information, collecting data, model-building, using on-line services)</li> </ul>
<b>Adult Connections</b>	<ul style="list-style-type: none"> <li>Students have no contacts with adults other than the teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>Students have limited contacts with outside adults (e.g., guest speakers, parents)</li> <li>Teacher uses role playing or other staff members to simulate "expert" contact</li> </ul>	In addition to "Acceptable" attributes: <ul style="list-style-type: none"> <li>Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advice</li> <li>Students have the opportunity to observe and work alongside adults in a worksite relevant to the project</li> <li>Outside adults provide students with a sense of the real-world standards for this type of work</li> </ul>
<b>Assessment Practices</b>	<ul style="list-style-type: none"> <li>Students are not provided with clear explanation of the assessment process and expectations</li> <li>Assessment of project is summarized into a single final grade</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project</li> <li>Students use structured journals or logs to track progress</li> <li>Assessment of project includes an evaluation of content skills / knowledge as well as life skills and/or habits of mind</li> <li>Final product is a culminating exhibition or presentation that demonstrates their ability to apply the knowledge they have gained</li> </ul>	In addition to "Acceptable" attributes: <ul style="list-style-type: none"> <li>Students help in establishing assessment criteria</li> <li>Students have many opportunities for feedback on their progress from teachers, mentors, and peers</li> </ul>
<b>Use of Tech.</b>	<ul style="list-style-type: none"> <li>Students are not required to use technology or technology use is superficial</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to use technology to conduct research, report information, or to calculate formula results</li> </ul>	In addition to "Acceptable" attributes, students might: <ul style="list-style-type: none"> <li>Create interactive media, conduct experiments, manipulate data, or communicate with adult experts</li> </ul>

Adapted from Arida Steinberg's 8 As, *Real Learning, Real Work*.

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Authenticity  
 Academic Rigor  
 Applied Learning  
 Active Exploration  
 Adult Connections  
 Assessment Practices  
 Use of Technology



# QUALITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

## Project Idea Rubric

### Authenticity

- Real World Activities

- Several Possible Solutions

### Academic Rigor

### Applied Learning

### Active Exploration

### Adult Connections

### Assessment Practices

### Use of Technology

NEW TECHNOLOGY FOUNDATION PROJECT IDEA RUBRIC		PROJECT: AUTHOR:	
UNACCEPTABLE		ACCEPTABLE	EXEMPLARY
Authenticity	<ul style="list-style-type: none"> <li>Project has little or no connection with the outside world or other curricular areas.</li> <li>The problem or question has little or no meaning to the student.</li> <li>Student has a single correct answer.</li> </ul>	<ul style="list-style-type: none"> <li>Project simulates "real world" activities. Adults are likely to tackle the problem or questions addressed by the project.</li> <li>The problem or question has meaning to the student and provides a clear "need to know."</li> <li>Project has several possible correct solutions.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:                             <ul style="list-style-type: none"> <li>Children or persons outside of the school will use the product of student work.</li> <li>Students will present and defend solution to a real and appropriate audience for the student work.</li> </ul> </li> </ul>
Academic Rigor	<ul style="list-style-type: none"> <li>The project is not based on content standards.</li> <li>Project demands little specific knowledge of central concepts.</li> </ul>	<ul style="list-style-type: none"> <li>The project is derived from specific learning goals in content area standards.</li> <li>Project demands specific knowledge of central concepts.</li> <li>Student develops and demonstrates life skills (e.g. collaboration, presentation, writing).</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:                             <ul style="list-style-type: none"> <li>There is a well-defined, clear driving question that is derived from specific national, state or local content standards.</li> <li>Project demands specific depth of specific knowledge of central concepts.</li> <li>Students develop habits of mind (e.g., concern for evidence, teamwork, and cause and effect, precision of language and thought, persistence).</li> </ul> </li> </ul>
Applied Learning	<ul style="list-style-type: none"> <li>New skills and knowledge are not applied toward solution development.</li> <li>Students work primarily alone and with little self-management.</li> <li>Learning occurs outside of context of project.</li> </ul>	<ul style="list-style-type: none"> <li>New skills and knowledge are applied toward solution development and skills are discussed and assessed in context of the project.</li> <li>Students use self-management skills informally.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:                             <ul style="list-style-type: none"> <li>Students apply new knowledge to a realistic and complex problem.</li> <li>Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, select, organize and analyze information).</li> <li>Students flexibly use self-management skills (e.g., develop a work plan, practice pieces of work, meet deadlines, identify and allocate resources).</li> </ul> </li> </ul>
Active Exploration	<ul style="list-style-type: none"> <li>Little independent research is required.</li> <li>Students gather majority or information from textbooks or any other readily available materials provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to conduct their own independent research.</li> <li>Students gather information from authentic, but limited number of sources provided by the teacher.</li> <li>Students use the data provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:                             <ul style="list-style-type: none"> <li>Students are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration).</li> <li>Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and analyzing information, collecting data, modeling, building, using online services).</li> </ul> </li> </ul>
Adult Connections	<ul style="list-style-type: none"> <li>Students have no contacts with adults other than the teacher(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students have limited contacts with outside adults (e.g., guest speakers, parents).</li> <li>Teacher uses role playing or other staff members to simulate "expert" contact.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:                             <ul style="list-style-type: none"> <li>Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advice.</li> <li>Students have the opportunity to observe and work alongside adults in a workspace relevant to the project.</li> <li>Outside adults provide students with a sense of the real-world standards for this type of work.</li> </ul> </li> </ul>
Assessment Practices	<ul style="list-style-type: none"> <li>Students are not provided with clear explanation of the assessment process and expectations in the early stages of the project.</li> <li>Assessment of project is summarized into a single final grade.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project.</li> <li>Students use structured journals or logs to track progress.</li> <li>Assessment of project includes an evaluation of student skills/ knowledge as well as life skills and/or habits of mind.</li> <li>Final product is a summative exhibition or presentation that demonstrates their ability to apply the knowledge that they've gained.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:                             <ul style="list-style-type: none"> <li>Students help in establishing assessment criteria.</li> <li>Students have many opportunities for feedback on their progress from teachers, mentors, and peers.</li> </ul> </li> </ul>
Use of Tech.	<ul style="list-style-type: none"> <li>Students are not required to use technology or technology use is superficial.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to use technology to conduct research, report information, or to illustrate formal results.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes, students might:                             <ul style="list-style-type: none"> <li>Access responsive media, conduct experiments, manipulate data, or communicate with adult supports.</li> </ul> </li> </ul>



# QUALITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

## Project Idea Rubric

Authenticity

Academic Rigor

• Driving Questions derived from content standards

• Incorporates 21st Century Skills

Applied Learning

Active Exploration

Adult Connections

Assessment Practices

Use of Technology

NEW TECHNOLOGY FOUNDATION PROJECT IDEA RUBRIC		PROJECT: _____	AUTHOR: _____
	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Authenticity	<ul style="list-style-type: none"> <li>Project has little or no connection with the outside world or other curricular areas.</li> <li>The problem or question has little or no meaning to the student.</li> <li>Student has a single context answer.</li> </ul>	<ul style="list-style-type: none"> <li>Project simulates "real world" situations. Students are likely to tackle the problem or questions addressed by the project.</li> <li>The problem or question has meaning to the students and provides a clear "need-to-know".</li> <li>Project has several possible correct solutions.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Children or persons outside of the school will use the product of student work.</li> <li>Students will present and defend solution to a real and appropriate audience for the student work.</li> </ul>
Academic Rigor	<ul style="list-style-type: none"> <li>The project is not based on content standards.</li> <li>Project demands little specific knowledge of central concepts.</li> </ul>	<ul style="list-style-type: none"> <li>The project is derived from specific learning goals in content area standards.</li> <li>Project demands specific knowledge of central concepts.</li> <li>Student develops and demonstrates the skills (e.g. collaboration, presentation, writing).</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>There is a well-defined, clear driving question that is derived from specific national, state or local content standards.</li> <li>Project demands specific and deep knowledge of central concepts.</li> <li>Students develop habits of mind (e.g., concern for evidence, teamwork, and cause and effect, precision of language and thought, persistence).</li> </ul>
Applied Learning	<ul style="list-style-type: none"> <li>New skills and knowledge are not applied toward solution development.</li> <li>Students work primarily alone and with little self-management.</li> <li>Learning occurs out of context of project.</li> </ul>	<ul style="list-style-type: none"> <li>New skills and knowledge are applied toward solution development.</li> <li>Students are required to work in groups whose cumulative topics and skills are discussed and assessed in context of the project.</li> <li>Students use self-management skills internally.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students apply new knowledge to a realistic and complex problem.</li> <li>Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information).</li> <li>Students identify and use self-management skills (e.g., develop a work plan, practice pieces of work, meet deadlines, identify and allocate resources).</li> </ul>
Active Exploration	<ul style="list-style-type: none"> <li>Little independent research is required.</li> <li>Students gather majority of information from textbooks or any other readily available materials provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to conduct their own independent research.</li> <li>Students gather information from authentic, but limited number of sources provided by the teacher.</li> <li>Students use the data provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students are required to do field-based or experimental research (e.g., interview experts, survey groups of people, write case exploratory).</li> <li>Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and analyzing information, collecting data, media-building, using online services).</li> </ul>
Adult Connections	<ul style="list-style-type: none"> <li>Students have no contacts with adults other than the teachers!</li> </ul>	<ul style="list-style-type: none"> <li>Students have limited contacts with outside adults (e.g., guest speakers, parents).</li> <li>Teacher uses role playing or other staff members to simulate "expert" contact.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students have multiple contacts with outside adults who have expertise and experience that call on questions, provide feedback, and offer advice.</li> <li>Students have the opportunity to observe and work alongside adults in a workspace relevant to the project.</li> <li>Outside adults provide students with a sense of the real-world standards for this type of work.</li> </ul>
Assessment Practices	<ul style="list-style-type: none"> <li>Students are not provided with clear explanation of the assessment process and expectations in the early stages of the project.</li> <li>Assessment of project is summarized into a single final grade.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project.</li> <li>Students use structured journals or logs to track progress.</li> <li>Assessment of project includes an evaluation of student skills / knowledge as well as the skills and/or habits of mind.</li> <li>Final product is a summative exhibition or presentation that demonstrates their ability to apply the knowledge that they have gained.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students help in establishing assessment criteria.</li> <li>Students have many opportunities for feedback on their progress from teachers, mentors, and peers.</li> </ul>
Use of Tech.	<ul style="list-style-type: none"> <li>Students are not required to use technology or technology use is superficial.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to use technology to conduct research, report information, or to illustrate formal results.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes, students might:</li> <li>Access responsive media, conduct experiments, manipulate data, or communicate with adult experts.</li> </ul>





# QUALITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

## Project Idea Rubric

Authenticity

Academic Rigor

Applied Learning

• Apply new knowledge to complex scenario

• Requires the use of organization and self management skills

Active Exploration

Adult Connections

Assessment Practices

Use of Technology

NEW TECHNOLOGY FOUNDATION PROJECT IDEA RUBRIC		PROJECT: _____	AUTHOR: _____
	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Authenticity	<ul style="list-style-type: none"> <li>Project has little or no connection with the outside world or other curricular areas.</li> <li>The problem or question has little or no meaning to the student.</li> <li>Student has a single correct answer.</li> </ul>	<ul style="list-style-type: none"> <li>Project simulates "real world" situations. Students are likely to tackle the problem or questions addressed by the project.</li> <li>The problem or question has meaning to the student and provides a clear "need to know".</li> <li>Project has several possible correct solutions.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Challenges or persons outside of the school will use the product of student work.</li> <li>Students will present and defend solution to a real and appropriate audience for the student work.</li> </ul>
Academic Rigor	<ul style="list-style-type: none"> <li>The project is not based on content standards.</li> <li>Project demands little specific knowledge of central concepts.</li> </ul>	<ul style="list-style-type: none"> <li>The project is derived from specific learning goals in content area standards.</li> <li>Project demands specific knowledge of central concepts.</li> <li>Student develops and demonstrates the skills (e.g. collaboration, presentation, writing).</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>There is a clear defined, clear driving question that is derived from specific national, state or local content standards.</li> <li>Project demands specific depth of specific knowledge of central concepts.</li> <li>Students develop habits of mind (e.g., concern for evidence, teamwork, and cause and effect, precision of language and thought, persistence).</li> </ul>
Applied Learning	<ul style="list-style-type: none"> <li>New skills and knowledge are not applied toward solution development.</li> <li>Students work primarily alone and with little self-management.</li> <li>Learning occurs out of context of project.</li> </ul>	<ul style="list-style-type: none"> <li>New skills and knowledge are applied toward solution development and skills are discussed and assessed in context of the project.</li> <li>Students use self-management skills informally.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students apply new knowledge to a realistic and complex problem.</li> <li>Students use self-management skills (e.g., work in teams, use technology appropriately, communicate ideas, solicit, organize and analyze information).</li> <li>Students identify use self-management skills (e.g., overview a work plan, practice pieces of work, meet deadlines, identify and allocate resources).</li> </ul>
Active Exploration	<ul style="list-style-type: none"> <li>Little independent research is required.</li> <li>Students gather majority or information from textbooks or any predetermined materials provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to conduct their own independent research.</li> <li>Students gather information from authentic, but limited number of sources provided by the teacher.</li> <li>Students use the data provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration).</li> <li>Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and analyzing information, collecting data, modeling, building, using online services).</li> </ul>
Adult Connections	<ul style="list-style-type: none"> <li>Students have no contacts with adults other than the teacher(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students have limited contacts with outside adults (e.g., guest speakers, parents).</li> <li>Teacher uses role playing or other staff members to simulate "expert" contact.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advice.</li> <li>Students have the opportunity to observe and work alongside adults in a workspace relevant to the project.</li> <li>Outside adults provide students with a sense of the real-world standards for this type of work.</li> </ul>
Assessment Practices	<ul style="list-style-type: none"> <li>Students are not provided with clear explanation of the assessment process or exit expectations.</li> <li>Assessment of project is summarized into a single final grade.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project.</li> <li>Students use structured journals or logs to track progress.</li> <li>Assessment of project includes an evaluation of student skills/ knowledge as well as the skills and/or habits of mind.</li> <li>Final product is a summative exhibition or presentation that demonstrates their ability to apply the knowledge that they have gained.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students have many opportunities for feedback on their progress from teachers, mentors, and peers.</li> </ul>
Use of Tech.	<ul style="list-style-type: none"> <li>Students are not required to use technology or technology use is superficial.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to use technology to conduct research, report information, or to illustrate formal results.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes, students might:</li> <li>Access resource, apply, conduct experiments, manipulate data, or communicate with adult supports.</li> </ul>

Adapted from Adria Steinberg's 8th A, Real Learning, Real Work.

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# QUALITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

## Project Idea Rubric

Authenticity

Academic Rigor

Applied Learning

Active Exploration

• Requires active research from a variety of sources

Adult Connections

Assessment Practices

Use of Technology

NEW TECHNOLOGY FOUNDATION PROJECT IDEA RUBRIC		PROJECT: _____	AUTHOR: _____
UNACCEPTABLE		ACCEPTABLE	EXEMPLARY
Authenticity	<ul style="list-style-type: none"> <li>Project has little or no connection with the outside world or other curricular areas.</li> <li>The problem or question has little or no bearing on the students.</li> <li>Problem has a single correct answer.</li> </ul>	<ul style="list-style-type: none"> <li>Project simulates "real world" situations. Adults are likely to tackle the problem or question addressed by the project.</li> <li>The problem or question has meaning to the students and provides a clear "need to know".</li> <li>Project has several possible correct solutions.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Children or persons outside of the school will use the product of student work.</li> <li>Students will present and defend solutions to a real and appropriate audience for the student work.</li> </ul>
Academic Rigor	<ul style="list-style-type: none"> <li>The project is not based on content standards.</li> <li>Project demands little specific knowledge of central concepts.</li> </ul>	<ul style="list-style-type: none"> <li>The project is derived from specific learning goals in content area standards.</li> <li>Project demands specific knowledge of central concepts.</li> <li>Student develops and demonstrates life skills (e.g. collaboration, presentation, writing).</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>There is a well-defined, clear driving question that is derived from specific national, state or district content standards.</li> <li>Project demands depth and breadth of specific knowledge of central concepts.</li> <li>Students develop "habits of mind" (e.g., concern for evidence, research, and cause and effect; precision of language and thought; perseverance).</li> </ul>
Applied Learning	<ul style="list-style-type: none"> <li>New skills and knowledge are not applied toward solution development.</li> <li>Students work primarily alone and with little self-management.</li> <li>Learning occurs outside of context of project.</li> </ul>	<ul style="list-style-type: none"> <li>New skills and knowledge are applied toward solution development.</li> <li>Students are required to work in groups where curricular topics and skills are discussed and applied in context of the project.</li> <li>Students use self-management skills informally.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students apply new knowledge to a realistic and complex problem.</li> <li>Students use high-performance work organization skills (e.g., work in teams, use technology spontaneously, communicate ideas, collect, organize and analyze information).</li> <li>Students formally use self-management skills (e.g., develop a work plan, practice pieces of work, meet deadlines, identify and allocate resources).</li> </ul>
Active Exploration	<ul style="list-style-type: none"> <li>Little independent research is required.</li> <li>Students gather majority of information from textbooks or encyclopedia (via materials provided by the teacher).</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to conduct our independent research.</li> <li>Students gather information from textbooks, but limited number of sources provided by the teacher.</li> <li>Students use raw data provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students are required to do field-based or experimental research (e.g., interview experts, survey groups of people, write case exploration).</li> <li>Students gather information from a variety of sources and using a variety of methods (interpreting and decoding, gathering and analyzing information, collecting data, media building, using online services).</li> </ul>
Adult Connections	<ul style="list-style-type: none"> <li>Students have no contacts with adults other than the teacher(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students have limited contacts with outside adults (e.g., guest speakers, parents).</li> <li>Teacher uses role playing or other staff members to simulate "expert" contact.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students have multiple contacts with outside adults who have expertise and experience that can be consulted, provide feedback, and offer advice.</li> <li>Students have the opportunity to observe and seek strategic advice in a way relevant to the project.</li> <li>Classroom adults provide students with a sense of the real-world consequences for the type of work.</li> </ul>
Assessment Practices	<ul style="list-style-type: none"> <li>Students are not provided with clear explanation of the assessment process or any expectations.</li> <li>Assessment of project is summarized into a single final grade.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project.</li> <li>Students use structured journals or logs to track progress.</li> <li>Assessment of project includes an evaluation of student skills / knowledge as well as life skills and/or habits of mind.</li> <li>Final product is a summative evaluation or presentation that demonstrates their ability to apply the knowledge from their project.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students help in establishing assessment criteria.</li> <li>Students have many opportunities for feedback from teachers, mentors, and peers.</li> </ul>
Use of Tech.	<ul style="list-style-type: none"> <li>Students are not required to use technology or technology use is superficial.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to use technology to conduct research, report information, or to calculate formula results.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes, students utilize:                             <ul style="list-style-type: none"> <li>• Create interactive media, conduct experiments, manipulate data, or communicate with adult experts.</li> </ul> </li> </ul>



# QUALITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

## Project Idea Rubric

Authenticity

Academic Rigor

Applied Learning

Active Exploration

Adult Connections

• Students make connections with adults working in the field

• Students present to a panel of experts and receive feedback

Assessment Practices

Use of Technology

NEW TECHNOLOGY FOUNDATION PROJECT IDEA RUBRIC		PROJECT: _____	
		AUTHOR: _____	
	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Authenticity	<ul style="list-style-type: none"> <li>Project has little or no connection with the outside world or other curricular areas.</li> <li>The problem or question has little or no meaning to the students.</li> <li>Student has a single correct answer.</li> </ul>	<ul style="list-style-type: none"> <li>Project simulates "real world" situations. Students are likely to tackle the problem or questions addressed by the project.</li> <li>The problem or question has meaning to the students and provides a clear "need to know."</li> <li>Project has several possible correct solutions.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Children or persons outside of the school will use the product of student work.</li> <li>Students will present and defend solution to a real and appropriate audience for the student work.</li> </ul>
Academic Rigor	<ul style="list-style-type: none"> <li>The project is not based on content standards.</li> <li>Project demands little specific knowledge of central concepts.</li> </ul>	<ul style="list-style-type: none"> <li>The project is derived from specific learning goals in content area standards.</li> <li>Project demands specific knowledge of central concepts.</li> <li>Student develops and demonstrates the skills (e.g. collaboration, presentation, writing).</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>There is a real dilemma, clear driving question that is derived from specific national, state or local content standards.</li> <li>Project demands critical use of depth of specific knowledge of central concepts.</li> <li>Students develop habits of mind (e.g., concern for evidence, teamwork, and cause and effect, precision of language and thought, persistence).</li> </ul>
Applied Learning	<ul style="list-style-type: none"> <li>New skills and knowledge are not applied toward solution development.</li> <li>Students work primarily alone and with little self-management.</li> <li>Learning occurs out of context of project.</li> </ul>	<ul style="list-style-type: none"> <li>New skills and knowledge are applied toward solution development.</li> <li>Students are required to work in groups whose cumulative topics and skills are discussed and assessed in context of the project.</li> <li>Students use self-management skills internally.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students apply new knowledge to a realistic and complex problem.</li> <li>Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information).</li> <li>Students flexibly use self-management skills (e.g., overview a work plan, practice pieces of work, meet deadlines, identify and allocate resources).</li> </ul>
Active Exploration	<ul style="list-style-type: none"> <li>Little independent research is required.</li> <li>Students gather majority or information from textbooks or any other readily available materials provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to conduct their own independent research.</li> <li>Students gather information from authentic, but limited number of sources provided by the teacher.</li> <li>Students use the data provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work with exploratory).</li> <li>Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and reviewing information, collecting data, modeling, using online services).</li> </ul>
Adult Connections	<ul style="list-style-type: none"> <li>Students have no contacts with adults other than the teachers!</li> </ul>	<ul style="list-style-type: none"> <li>Students have limited contacts with outside adults (e.g., guest speakers, parents).</li> <li>Teacher uses role playing or other staff members to simulate "expert" contact.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advice.</li> <li>Students have the opportunity to observe and work alongside adults in a workspace relevant to the project.</li> <li>Outside adults provide students with a sense of the real-world standards for this type of work.</li> </ul>
Assessment Practices	<ul style="list-style-type: none"> <li>Students are not provided with clear explanation of the assessment process or end expectations.</li> <li>Assessment of project is summarized into a single final grade.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project.</li> <li>Students use structured journals or logs to track progress.</li> <li>Assessment of project includes an evaluation of student skills/ knowledge as well as life skills and/or habits of mind.</li> <li>Final product is a summative exhibition or presentation that demonstrates their ability to apply the knowledge that they have gained.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students help in establishing assessment criteria.</li> <li>Students have many opportunities for feedback on their progress from teachers, mentors, and peers.</li> </ul>
Use of Tech.	<ul style="list-style-type: none"> <li>Students are not required to use technology or technology use is superficial.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to use technology to conduct research, report information, or to collaborate. Formal reports.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes, students might:</li> <li>Access responsive media, conduct experiments, manipulate data, or communicate with adult experts.</li> </ul>



# QUALITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

## Project Idea Rubric

Authenticity

Academic Rigor

Applied Learning

Active Exploration

Adult Connections

Assessment Practices

• Balanced Assessment on a Variety of Skills

Use of Technology

NEW TECHNOLOGY FOUNDATION PROJECT IDEA RUBRIC		PROJECT: AUTHOR:	
	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Authenticity	<ul style="list-style-type: none"> <li>Project has little or no connection with the outside world or other curricular areas.</li> <li>The problem or question has little or no meaning to the student.</li> <li>Student has a single correct answer.</li> </ul>	<ul style="list-style-type: none"> <li>Project simulates "real world" situations. Students are likely to tackle the problem or questions addressed by the project.</li> <li>The problem or question has meaning to the student and provides a clear "need to know".</li> <li>Project has several possible correct solutions.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Challenges or persons outside of the school will use the product of student work.</li> <li>Students will present and defend solution to a real and appropriate audience for the student work.</li> </ul>
Academic Rigor	<ul style="list-style-type: none"> <li>The project is not based on content standards.</li> <li>Project demands little specific knowledge of central concepts.</li> </ul>	<ul style="list-style-type: none"> <li>The project is derived from specific learning goals in content area standards.</li> <li>Project demands specific knowledge of central concepts.</li> <li>Student develops and demonstrates life skills (e.g. collaboration, presentation, writing).</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>There is a real dilemma, clear driving question that is derived from specific national, state or local content standards.</li> <li>Project demands specific depth of specific knowledge of central concepts.</li> <li>Students develop habits of mind (e.g., concern for evidence, teamwork, and cause and effect, precision of language and thought, persistence).</li> </ul>
Applied Learning	<ul style="list-style-type: none"> <li>New skills and knowledge are not applied toward solution development.</li> <li>Students work primarily alone and with little self-management.</li> <li>Learning occurs out of context of project.</li> </ul>	<ul style="list-style-type: none"> <li>New skills and knowledge are applied toward solution development.</li> <li>Students are required to work in groups whose curricular topics and skills are discussed and assessed in context of the project.</li> <li>Students use self-management skills internally.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students apply new knowledge to a realistic and complex problem.</li> <li>Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information).</li> <li>Students flexibly use self-management skills (e.g., overview a work plan, practice pieces of work, meet deadlines, identify and allocate resources).</li> </ul>
Active Exploration	<ul style="list-style-type: none"> <li>Little independent research is required.</li> <li>Students gather majority or information from textbooks or any predetermined materials provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to conduct their own independent research.</li> <li>Students gather information from authentic, but limited number of sources provided by the teacher.</li> <li>Students use the data provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration).</li> <li>Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and reviewing information, collecting data, modeling, building, using online services).</li> </ul>
Adult Connections	<ul style="list-style-type: none"> <li>Students have no contacts with adults other than the teacher(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students have limited contacts with outside adults (e.g., guest speakers, parents).</li> <li>Teacher uses role playing or other staff members to simulate "expert" contact.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advice.</li> <li>Students have the opportunity to observe and work alongside adults in a workspace relevant to the project.</li> <li>Outside adults provide students with a sense of the real-world standards for this type of work.</li> </ul>
Assessment Practices	<ul style="list-style-type: none"> <li>Students are not provided with clear explanation of the assessment process or end expectations.</li> <li>Assessment of project is summarized into a single final grade.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project.</li> <li>Students use structured journals or logs to track progress.</li> <li>Assessment of project includes an evaluation of student skills/ knowledge as well as life skills and/or habits of mind.</li> <li>Final product is a summative exhibition or presentation that demonstrates their ability to apply the knowledge that they've gained.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students have many opportunities for feedback on their progress from teachers, mentors, and peers.</li> </ul>
Use of Tech.	<ul style="list-style-type: none"> <li>Students are not required to use technology or technology use is superficial.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to use technology to conduct research, report information, or to illustrate formal results.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes, students might:</li> <li>Access responsive media, conduct experiments, manipulate data, or communicate with adult experts.</li> </ul>



# QUALITIES OF ACADEMICALLY RIGOROUS AND ENGAGING PBL UNITS

## Project Idea Rubric

Authenticity

Academic Rigor

Applied Learning

Active Exploration

Adult Connections

Assessment Practices

Use of Technology

- Students use a variety of digital tools and resources

NEW TECHNOLOGY FOUNDATION PROJECT IDEA RUBRIC		PROJECT: _____	AUTHOR: _____
	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Authenticity	<ul style="list-style-type: none"> <li>Project has little or no connection with the outside world or other curricular areas.</li> <li>The problem or question has little or no meaning to the student.</li> <li>Student has a single correct answer.</li> </ul>	<ul style="list-style-type: none"> <li>Project simulates "real world" situations. Students are likely to tackle the problem or questions addressed by the project.</li> <li>The problem or question has meaning to the student and provides a clear "need to know."</li> <li>Project has several possible correct solutions.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Challenges or persons outside of the school will use the product of student work.</li> <li>Students will present and defend solution to a real and appropriate audience for the student work.</li> </ul>
Academic Rigor	<ul style="list-style-type: none"> <li>The project is not based on content standards.</li> <li>Project demands little specific knowledge of central concepts.</li> </ul>	<ul style="list-style-type: none"> <li>The project is derived from specific learning goals in content area standards.</li> <li>Project demands specific knowledge of central concepts.</li> <li>Student develops and demonstrates the skills (e.g. collaboration, presentation, writing).</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>There is a clear defined, clear driving question that is derived from specific national, state or local content standards.</li> <li>Project demands specific and deep knowledge of central concepts.</li> <li>Students develop habits of mind (e.g., concern for evidence, teamwork, and cause and effect, precision of language and thought, persistence).</li> </ul>
Applied Learning	<ul style="list-style-type: none"> <li>New skills and knowledge are not applied toward solution development.</li> <li>Students work primarily alone and with little self-management.</li> <li>Learning occurs out of context of project.</li> </ul>	<ul style="list-style-type: none"> <li>New skills and knowledge are applied toward solution development.</li> <li>Students are required to work in groups whose cumulative topics and skills are discussed and assessed in context of the project.</li> <li>Students use self-management skills internally.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students apply new knowledge to a realistic and complex problem.</li> <li>Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, solicit, organize and analyze information).</li> <li>Students flexibly use self-management skills (e.g., overview a work plan, practice pieces of work, meet deadlines, identify and allocate resources).</li> </ul>
Active Exploration	<ul style="list-style-type: none"> <li>Little independent research is required.</li> <li>Students gather majority or information from textbooks or any predetermined materials provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to conduct their own independent research.</li> <li>Students gather information from authentic, but limited number of sources provided by the teacher.</li> <li>Students use the data provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students are required to do field-based or experimental research (e.g., interview experts, survey groups of people, work site exploration).</li> <li>Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and reviewing information, collecting data, modeling, building, using online services).</li> </ul>
Adult Connections	<ul style="list-style-type: none"> <li>Students have no contacts with adults other than the teacher(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students have limited contacts with outside adults (e.g., guest speakers, parents).</li> <li>Teacher uses role playing or other staff members to simulate "expert" contact.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students have multiple contacts with outside adults who have expertise and experience that can ask questions, provide feedback, and offer advice.</li> <li>Students have the opportunity to observe and work alongside adults in a workspace relevant to the project.</li> <li>Outside adults provide students with a sense of the real-world standards for this type of work.</li> </ul>
Assessment Practices	<ul style="list-style-type: none"> <li>Students are not provided with clear explanation of the assessment process or exit expectations.</li> <li>Assessment of project is summarized into a single final grade.</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with a clear explanation of the assessment process and expectations in the early stages of the project.</li> <li>Students use structured journals or logs to track progress.</li> <li>Assessment of project includes an evaluation of student skills/ knowledge as well as life skills and/or habits of mind.</li> <li>Final product is a summative exhibition or presentation that demonstrates their ability to apply the knowledge that they've gained.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes:</li> <li>Students help in establishing assessment criteria.</li> <li>Students have many opportunities for feedback on their progress from teachers, mentors, and peers.</li> </ul>
Use of Tech.	<ul style="list-style-type: none"> <li>Students are not required to use technology or technology use is superficial.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to use technology to conduct research, report information, or to collaborate. Formal reports.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to "Acceptable" attributes, students might:</li> <li>Access responsive reports, conduct experiments, manipulate data, or communicate with adult experts.</li> </ul>

Adapted from Adria Steinberg's 8 As, Real Learning, Real Work.

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# Project Showcase

## Begin with the end in mind..

### State Content Standards: Geography:

Standard 4: The physical and human characteristics of places.

Standard 6: How culture and experience influence people's perception of places and region

### English:

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

2.3 Write expository compositions

## ZIP CODE USA

**Rio Dell, California**  
**95562**  
**Living Large**  
By Zack Windheim

Rio Dell has a population smaller than the size of a normal college and is only 19 square miles in size. Little more than 1,000 occupants are settled in Rio Dell and there are no large businesses or corporations. Rio Dell is more than just a pit stop and a wide spot in the road.

Located in Northern California, 20 miles south of Eureka, Rio Dell is a hidden treasure. It's a quiet town on open prairie land at a high elevation that leads to its beautiful scenery. Feel the warm, filled days in August, and make snow angels and snowballs in the chilly winter. Quiet redwoods surround the borders leading into wildflowers during large steep scenic bluffs in the

The Eel River runs along Rio Dell's side with spots of fishermen, surfers, and fishermen embracing life. On this city is more than just a wide spot in the road. "Who lives in this dreamy place?" I wondered.

Timber-industry people, artists, writers, and growing number of retirees make their home in this paradise. According to <http://www.cdc.gov/comoros/RioDellCalifornia.htm>, the population has been a steady 3,000+ since 2000. Over 1/4 of the residents are under the age of 18 and 15% are over the age of 65. There is a comparable number of miles to Eureka and ESO hospitals in all. The population is 52.0% white and 10.3% Latino. Just because this city is

small, doesn't stop the community from living large.

Citizens of Rio Dell know how to take advantage of their wonderful outdoors with multiple options of enjoyable activities. There's hiking, biking, fishing, swimming, backpacking, surfing, and hunting. Once you catch your breath, there are also a number of activities that don't require a much energy. There are arts and crafts, decorating, photography, sewing, painting, writing, and lots of gardening. Gardening is the most common hobby according to Albert Miller, a citizen in Rio Dell. But Rio Dell is such a small place!

The citizens in Rio Dell are still a growing community, but cannot get to put on many annual festivals and activities for the town. There are festivals like the Crab Clingers, Feed, Gumbo de Mayo, and the Great American Wooded Days. One of the many highlights of the "Great American Wooded Days." The community also fundraised to build the Rio Dell Community Resource Center for youth recreation and to help in local job placement. The community is indeed prospering, but it's interesting to note its historical beginnings.

Before Rio Dell was discovered in 1840, it was known by the Wiyot Indians who in Eagle Prairie. Wiyot made Eagle Prairie their land and enjoyed condurable lifestyles there. They hunted the areas

Wildlife, fished for salmon, and gathered roots for medicine. However, the celebrations and customs of the Wiyot who soon ended in 1840's times, while settlers discovered Eagle Prairie's land. Soon this small area was becoming overgrown.

In 1860 the Indians were forced out by the local government and put onto a reservation in Hoopa. The settlement of Eagle Prairie soon changed the name of the city to Rio Dell. The town founder, Loren S. Palmer, was a farmer, the first to purchase land in Rio Dell. The city grew as a slow pace, but started picking up in the early 1900's.

In 1911, a cable bridge was finally built between the small towns of Scotia and Rio Dell. The bridge was damaged many times by earthquakes and floods, but has been rebuilt over the years and is still standing today. In 1914 a railroad was built that traveled through Scotia, making it much easier for Rio Dell to receive goods from roofing areas. It wasn't until the mid 1940's that Rio Dell was incorporated with Humboldt County. Today, Rio Dell still has the distinction of being the youngest city in Humboldt County.

From the rough redwoods to the steep bluffs, from the snow surfing to the land gardening, from Uncle De Nervo to the Great American Wooded Days, and from the deed past to the present and future, Rio Dell is truly a special place filled with life. Look beyond its population and size;

**95562**  
Married Percentage: 48.7%  
Area Code: (707)  
Rio Dell Chamber of Commerce: (707)744-0812  
Mean travel time to work: 18.7 minutes  
Rio Dell, CA 95562  
Women's Empowerment  
www.zipcodeusa.com  
Link to Rio Dell, CA

**95562**  
Rio Dell Community Groups: "The Planning Together for Tomorrow's Community" "Pine Corner"

**95562**  
Rio Dell, California

**95562**  
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**95562**  
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**95562**  
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**95562**  
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# Entry

## Document



National Geographic Society  
1145 17th Street N.W.,  
Washington, D.C. 20036-4688

November 3, 2004

1400 Dickson St.  
Sacramento, CA 95822

Dear Staff Writer:

Congratulations! After reviewing thousands of applications, our hiring committee has selected you to be our newest staff writer. Since you had strong letters of recommendation from prior employers, we expect only the highest level of professionalism and journalistic integrity.

For your first assignment, we would like you to write an article for our monthly section, Zip Code USA. These articles chronicle the lives and experiences of people living throughout the country. Since you are based in California, we would like your article to focus on an interesting city in your state. This article should be no longer than 700-1000 words and include relevant photos, graphs, and images. If you have any questions about the content or design of the article, do not hesitate to ask an editor, or consult one of the previous editions of National Geographic. This article will go to press in our December issue, so it must be submitted no later than November 22, 2004.

Also, since this is your first major article in our magazine we would like you to submit an article proposal to the editorial staff no later than November 10. Our goal is to make sure you are on the write track and that the city you selected has the necessary qualities to make an interesting article. In this brief 1-2 page letter, please address the following points;

- Where is your city located? How does the Geography of the region affect the way people live?
- What is the main focus of your article?
- Why makes the topic or place interesting/ unique?
- Who do you intend to contact/ interview to get information about that city?

If you have any questions or comments, please do not hesitate to ask

Sincerely,

William Allen



# Why use an Entry Document ?



National Geographic Society  
1145 17th Street N.W.  
Washington, D.C. 20036-4688

November 3, 2004

1400 Dickson St.  
Sacramento, CA 95822

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If you have any questions or comments, please do not hesitate to ask

Sincerely,

William Allen


- Scenario Builder
- Outlines the problem or issue
- Defines the students' roles and tasks
- Sets forth the expectations for successful work in the project





# Beyond Letters...

- Videos
- Web pages
- Guest Speakers
- Newspaper Articles
- Job Announcements
- Casting Calls

 Your Presence is Formally Requested at:  
**The 2008 Bioethics Debate:  
Babies By Design**  
Of the California State Senate

To: Scientist Debate Squads of New Technology High School  
From: The California State Senate

The Senate Assembly of the State of California has resolved to create legislation regarding the use of genetic testing in the selection of superior traits for future generations, a process that many in the medical field have coined "Babies By Design."

In recent years there has been a surge of medical technologies that allow parents to discover an ever increasing amount of genetic information, inviting them to select only the best traits for their children. As a society, we are faced with many questions:

- What if we could select our children to ensure that they will avoid devastating genetic diseases?
- What if we could select superior musical or athletic ability?
- What if we could select children's sex?
- Who does/hould have access to these technologies?
- Does this redefine what it means to be human?

Before legislation is created, we as a Senate Assembly are required to consider the ramifications of all possible scenarios, and also be aware of the desires of our constituency. As many Senators do not have an education or background in medicine and/or biological sciences, we have decided to hold a debate regarding the scientific and moral aspects of this future legislation. The debate will be centered on the following proposition:

"It is a parent's obligation to choose the best children?"

The debate will take place on March 7, 2008, and it will be on that date that you will learn whether you will be debating the affirmative or negative construction. One week prior to the debate, you will be required to give a scientific presentation that will help to educate the senators. In this presentation you are allowed to include four visuals (that must be posted separate from your power point) that can also be used in your debate as your visual/oral. The details about your visual weapons, as well as the time frame's concerning the debate will be sent to you as separate attachments at a later time.

In order to assist you, we would like to point you in the direction of some information about the first genetically engineered child that actually began this debate. John and Lisa Nash are parents of this child, and their story can be found in many places. Here is the CNN article: [http://www.cnn.com/2003/08/25/genetic.selection.nash.01.a.k/index.html](#) and a [second source](#). They will be in contact with you through the contact information provided.

Thank you for your help and time.  
The Senate Assembly of the State of California



# Project Showcase

# ZIP CODE USA

Zip USA

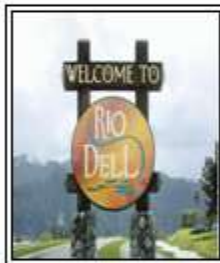
Rio Dell, California

## 95562

### Living Large By Zack Windheim

Rio Dell has a population smaller than the size of a normal college and is only 1.9 square miles in size. Little more than 3,000 occupants are settled in Rio Dell and there are no huge businesses or corporations. But according to resident Albert Miller, "Rio Dell is more than just a pit stop and a wide spot in the road."

Located in Northwest California, 20 miles south of Eureka, Rio Dell is a hidden treasure. It's a quaint town on open prairie land set at a high elevation that leads to its beautiful scenery. Feel the warmth filled days in August, and make snow angels and snowballs in the chilly winter. Great redwoods surround the borders leading into wildflowers dotting large steep scenic bluffs in the



The Beautiful Eel River

The Eel River runs along Rio Dell's side with the sport of fishermen, surfers, and swimmers embracing life. Oh this city is more than just a wide spot in the road. "Who lives in this

"A warm place?" I wondered.

Timber-industry people, artists, writers, and a growing number of retirees make their home in this paradise. According to <http://www.city-data.com/city/Rio-Dell-California.html>, the population has been at a steady 3,000+ since 2000. Over 1/4 of the residents are under the age of 18 and 13% are over the age of 65. There is a comparable number of males to females and 850 households in all. The population is 85.6% white and 10.3 % Latino. Just because this city is

95562

Married Percentage: 49.7%  
Area Code: (707)  
Rio Dell Chamber of Commerce: (707)764-8582  
Mean travel time to work: 19.1 minutes

Rio Dell, California

Website Enclosure

Citizen Article:

<http://www.humanoids.com/~humanoids/ken/news/silkcuss.RR28n.shtml>

Rio Dell, California

small, doesn't stop the community from living large.



Swimming is one of the many popular outdoor activities

Citizens of Rio Dell know how to take advantage of their wonderful outdoors with multiple options of enjoyable activities. There's hiking, biking, fishing, swimming, backpacking, surfing, and hunting. Once

you catch your breath, there are also a number of activities that don't require as much energy. There are arts and crafts, decorating, photography, sewing, painting, writing, and lots of gardening. Gardening is the most common hobby

according to Albert Miller, a citizen in Rio Dell. Still think Rio Dell's such a small place?

The citizens in Rio Dell are still a growing community, but manage to put on many annual festivals and activities for the town. These are

festivals like the Crab Grilling, Feed, Grogg de Mayo, and the warm August Wildwood Days. One of the many highlights of the Wildwood Days is the, "Great

American Duck Race!" The community also fundraised to build the Rio Dell Community Resource Center for youth recreation and to help in local job placement. The community is indeed prospering, but it's interesting to note its historical beginnings.

Before Rio Dell was discovered in 1860, it was known by the Wiygy Indian tribe as Eagle Prairie. Wiygy made Eagle Prairie their land and enjoyed comfortable lifestyles there. They hunted the area's

wildlife, fished for salmon, and gathered roots for medicine. However, the celebrations and ceremonies of the Wiygy tribe soon ended in 1840 when white settlers discovered Eagle Prairie's land. Soon this small area was becoming overcrowded.

In 1860 the Indians were forced out by the local government and put into a reservation in Hoopy. The new inhabitants of Eagle Prairie soon changed the name of the city to Rio Dell. The town founder, Lorenzo D. Painter, was a farmer, the first to purchase land in Rio Dell. The city grew at a slow pace, but started picking up in the early 1900's.



Rio Dell's Cable Bridge

In 1915, a cable bridge was finally built between the small towns of Scotia and Rio Dell. The bridge was damaged many times by earthquakes and floods, but has been rebuilt over the years and is still standing today. In 1914

a railroad was built that traveled through Scotia, making it much easier for Rio Dell to receive goods from outlying areas. It wasn't until the mid 1960's that Rio Dell was incorporated with Humboldt County. Today, Rio Dell still has the distinction of being the youngest city in Humboldt County.

From the rough redwoods to the steep bluffs, from the river surfing to the land gardening, from Grogg de Mayo to the Great American Duck Race, and from the dated past to the present and future, Rio Dell is truly a special place filled with life. Look beyond its population and size,

Website Enclosure

Without Website:

<http://www.zipcode.com/95562.htm>



# ASSESSING STUDENT PERFORMANCE

## School Wide Learning Outcomes

NEW TECHNOLOGY HIGH SCHOOL Written Communication		STUDENT EVALUATOR: _____	DATE: _____
CRITERIA	UNSATISFACTORY	PROFICIENT	ADVANCED
<p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>Communicates effectively with little or no awareness of audience or purpose.</li> <li>Writing has random or weak organization with little development.</li> <li>Provides little or no support evidence to support claims.</li> <li>Does not use a consistent format of sentence structure with appropriate use of language and correct grammar.</li> <li>Reflects a variety of errors in the conventions of written English; these errors cause confusion.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates effectively with an awareness of audience and purpose.</li> <li>Writing is coherent, adequately organized and developed.</li> <li>Provides a variety of kinds, specific evidence to support claims.</li> <li>Demonstrates adequate control of sentence structure with appropriate use of language and correct grammar.</li> <li>Reflects fundamental control of the conventions of written English and a generally free flow of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates thoughtfully with consistent awareness of audience and purpose.</li> <li>Writing is coherent, concise, clearly focused, well organized and thoroughly developed.</li> <li>Provides a variety of well-chosen, specific evidence to support claims.</li> <li>Demonstrates exceptional control of sentence structure with precise use of language and correct grammar.</li> <li>Reflects mastery of the conventions of written English and a variety of clear ideas.</li> </ul>	

NEW TECHNOLOGY HIGH SCHOOL Oral Presentation Scoring Rubric		PRESENTER PROJECT EVALUATOR: _____	DATE: _____
CRITERIA	UNSATISFACTORY	PROFICIENT	ADVANCED
<p><b>Organization and Content</b></p> <ul style="list-style-type: none"> <li>Organization is unclear and/or lacks focus.</li> <li>Content is incomplete and/or lacks depth.</li> </ul>	<ul style="list-style-type: none"> <li>Organization is clear and/or has focus.</li> <li>Content is complete and/or has depth.</li> </ul>	<ul style="list-style-type: none"> <li>Organization is clear and/or has focus.</li> <li>Content is complete and/or has depth.</li> </ul>	
<p><b>Visual Aids</b></p> <ul style="list-style-type: none"> <li>Visual aids are not used or are ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>Visual aids are used and are effective.</li> </ul>	<ul style="list-style-type: none"> <li>Visual aids are used and are effective.</li> </ul>	
<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>Delivery is unclear and/or lacks focus.</li> </ul>	<ul style="list-style-type: none"> <li>Delivery is clear and/or has focus.</li> </ul>	<ul style="list-style-type: none"> <li>Delivery is clear and/or has focus.</li> </ul>	
<p><b>Language and Mechanics</b></p> <ul style="list-style-type: none"> <li>Language and mechanics are not used or are ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>Language and mechanics are used and are effective.</li> </ul>	<ul style="list-style-type: none"> <li>Language and mechanics are used and are effective.</li> </ul>	

NEW TECHNOLOGY HIGH SCHOOL CRITICAL THINKING EVALUATION RUBRIC		PRESENTER PROJECT EVALUATOR: _____	DATE: _____
CRITERIA	UNSATISFACTORY	PROFICIENT	ADVANCED
<p><b>Identification</b></p> <ul style="list-style-type: none"> <li>Does not identify the issue or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the issue or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the issue or problem.</li> </ul>	
<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Does not explain the significance of the issue or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the significance of the issue or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the significance of the issue or problem.</li> </ul>	
<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>Does not analyze the issue or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the issue or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the issue or problem.</li> </ul>	
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Does not evaluate the issue or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the issue or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the issue or problem.</li> </ul>	

NEW TECHNOLOGY HIGH SCHOOL PEER COLLABORATION AND TEAMWORK RUBRIC		TEAM MEMBER EVALUATOR: _____	DATE: _____
CRITERIA	UNSATISFACTORY	PROFICIENT	ADVANCED
<p><b>Teamwork and Initiative</b></p> <ul style="list-style-type: none"> <li>Does not contribute to the team effort.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the team effort.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the team effort.</li> </ul>	
<p><b>Facilitation and Support</b></p> <ul style="list-style-type: none"> <li>Does not facilitate or support the team effort.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates or supports the team effort.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates or supports the team effort.</li> </ul>	
<p><b>Contributions and Work Ethic</b></p> <ul style="list-style-type: none"> <li>Does not contribute to the team effort.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the team effort.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the team effort.</li> </ul>	

## Content Literacy

Zip Code USA Geographic Literacy and Writing Magazine Article Rubric		Name of Person Being Evaluated _____
Criteria	Weight	
<p><b>Geography Content</b></p> <p><b>Geography Standards</b></p> <p>1.1. Uses Maps and other tools to acquire, process, and report information from a spatial perspective</p> <p>1.3. Analyzing the spatial organization of people, places, and environments</p> <p>7.4. The physical and human characteristics of places</p>	300 pts	<p><b>Unsatisfactory</b></p> <p>Author discusses 2, 3, 4, ONE, or TWO of the following:</p> <ul style="list-style-type: none"> <li>Geography of City/ Surrounding Region</li> <li>History of City/ Surrounding Region</li> <li>Demography of Surrounding Region</li> <li>Current/ Local issues in the Region</li> </ul> <p>Author DOES NOT have a <b>FACT Sidebar</b> OR the Side Sw L.A.C.I.S.</p> <ul style="list-style-type: none"> <li>a Map and a location of the city</li> <li>fewer sources about the city</li> </ul> <p>Author has a <b>SPORADIC</b> Sidebar with links to address where the reader can find more information about the city and it's people</p> <p>The author provide information to about Geography, history, or demography which is <b>INCORRECT</b></p> <p>Author interviews at least <b>ONE</b> Person who is relevant to their topic and utilizes their perspective in analyzing the Geography, Demography, and History of the city</p>
		<p><b>Proficient</b></p> <p>Author discusses <b>TABLE</b> of the following:</p> <ul style="list-style-type: none"> <li>Geography of City/ Surrounding Region</li> <li>History of City/ Surrounding Region</li> <li>Demography of Surrounding Region</li> <li>Current/ Local issues in the Region</li> </ul> <p>Author has a <b>FACT Sidebar</b> with</p> <ul style="list-style-type: none"> <li>a Map and a location of the city</li> <li>fewer sources about the city</li> </ul> <p>Author has a <b>SPORADIC</b> Sidebar with links to address where the reader can find more information about the city and it's people</p> <p>All information is about geography, history, demography is <b>CORRECT</b> and based on facts gathered by the group</p> <p>Author interviews at least <b>ONE</b> Person who is relevant to their topic and utilizes their perspective in analyzing the Geography, Demography, and History of the city</p>
		<p><b>Advanced</b></p> <p>Author discusses <b>ALL FOUR</b> of the following:</p> <ul style="list-style-type: none"> <li>Geography of City/ Surrounding Region</li> <li>History of City/ Surrounding Region</li> <li>Demography of Surrounding Region</li> <li>Current/ Local issues in the Region</li> </ul> <p><b>BOTH</b> Sidebars go Above and Beyond and provide:</p> <ul style="list-style-type: none"> <li>random facts about the city which are relevant to the topic</li> <li>a source which is relevant to where the link appear to National Geographic</li> </ul> <p>Author interviews <b>TWO</b> OILMORE Person who is relevant to their topic and utilizes their perspective in analyzing the Geography, Demography, and History of the city</p>
<p><b>Language Arts Content</b></p> <p><b>English Standards</b></p> <p>1.3 Give clear research questions and suitable research methods (e.g., library, electronic media, personal interview) in oral and present evidence from primary and secondary sources</p> <p>2.1 A. Release a sequence of events and communicate the significance of the events in the real world</p> <p>2.1 B. Locate scenes and incidents in specific places</p> <p>2.1 C. Describe with concrete sensory details (sights, sounds, and smells) of a scene and the specific scenes, circumstances, gestures, and feelings of the characters, use these details to depict the characters' feelings</p> <p>2.1 E. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details</p> <p>2.3 B. Cite relevant information and ideas from primary and secondary sources accurately and coherently</p>	300 pts	<p><b>Unsatisfactory</b></p> <p>Layout of words is NOT similar to words in current National Geographic</p> <ul style="list-style-type: none"> <li>Lacks Title and Zip Code</li> <li>Lacks Graphics OR his graphics which are unrelated to the work</li> </ul> <p>Does Not begin a LEAD</p> <p>LEAD LACKS AN ENGAGING STRATEGY that introduces the topic of the article</p> <p>The content of the words is CBOBBY/ UNORGANIZED.</p> <p>Author does not include SENSORY DETAILS</p> <p>Interview LACKS Questions</p> <p>Questions are asked in a casual form (not a proper question AND/OR equal phrasing)</p> <p>Author DOES NOT use an engaging technique to provide a sense of closure</p> <p><b>Criteria Met/Not Met</b></p> <p>Author is less than 700-1000 words</p> <p>Author uses sentence fragments</p> <p>Text contains numerous errors (more than 8) which DETRACT from the reader's understanding</p> <p>Sentences may have more than one</p>
		<p><b>Proficient</b></p> <p>Layout of words is similar to words in current National Geographic</p> <ul style="list-style-type: none"> <li>Title and Zip Code is beginning</li> <li>Includes Graphics/ Photographs which are directly related to the content of the work</li> </ul> <p>Author has a LEAD</p> <p>LEAD uses an ENGAGING STRATEGY (such as a metaphor) that introduces the topic of the article</p> <p>The content of the words is organized in a logical fashion</p> <p>Author includes SENSORY DETAILS</p> <p>Questions from the interview are used into the writing to support the main idea of each paragraph</p> <p>Questions are written in the correct form (proper question + equal phrasing)</p> <p>Author uses an engaging technique to provide a sense of closure</p> <p><b>Criteria Met/Not Met</b></p> <p>Author is the Appropriate Length 700-1000 words</p> <p>Author writes in COMPLETE sentences and the work is free of sentence fragments</p> <p>Text contains numerous errors (less than 8) which do not detract from the reader's understanding</p>
		<p><b>Advanced</b></p> <p>Layout of words is IDENTICAL to words in current National Geographic</p> <ul style="list-style-type: none"> <li>Use of sidebars, important questions, and images is exactly the same as in the magazine</li> <li>Graphics/ Photographs are displayed clearly and are directly related to the content of the work</li> </ul> <p>The Structure of the article has ALL of the Details Categorized as:</p> <ul style="list-style-type: none"> <li>is organized into a common which makes the writing fluid</li> </ul> <p>Author is free of almost free of errors in grammar and sentence structure (0-3 errors)</p> <p>All the needed</p> <ul style="list-style-type: none"> <li>Evidence of pre-writing</li> <li>Multiple rough drafts</li> <li>Evidence of revision</li> </ul>



# SCHOOL PURPOSE

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## YOU GET WHAT YOU ASSESS

**Traditional assessment methods do not reinforce 21st Century skills nor do they give meaningful formative feedback to students.**

**Technology can be used to support a system that encourages teachers to provide more authentic assessment of student performance.**





# SKILLS BASED ASSESSMENT

Student Category Grades    New Technology Foundation

## New Tech High Demo School

Sample Staff01, Aug 21

Log Out

Grade	Attendance	Instructors(s)
Student - Sample Student01 Course - <a href="#">American Studies</a> Current Grade - 78.9%	Total Absences - 0 Unexcused Absences - 0 Tardies - 0	Sample Staff01 <a href="mailto:staffsample1@nthls.com">staffsample1@nthls.com</a>

### Category Grades

<b>90.0 Work Ethic</b> This grade reflects the student's demonstrated ability to complete and submit assignments when due and to put forth their best efforts on their work. (Weight = 20%)	<b>80.0 Historical Content</b> This grade reflects the student's demonstrated knowledge of the historical events of United States History. (Weight = 25%)
<b>72.0 Literary Content</b> This grade reflects the student's demonstrated knowledge of the core American literature studied in this course. (Weight = 10%)	<b>65.0 Written Communication</b> This grade reflects the student's demonstrated ability to communicate through a variety of writing modes and to a variety of audiences. (Weight = 15%)
<b>79.0 Collaboration</b> This grade reflects the student's demonstrated ability to work with others in collaborative efforts, to resolve conflict effectively and to give accurate feedback to their colleagues. (Weight = 5%)	<b>80.0 Critical Thinking</b> This grade reflects the student's demonstrated ability to use higher order thinking skills to evaluate information and find creative solutions to complex problems. (Weight = 10%)
<b>64.0 Oral Communication</b> This grade reflects the student's demonstrated ability to orally present information to a variety of audiences in a variety of settings. (Weight = 5%)	<b>88.0 Reading Skills</b> This grade reflects the student's demonstrated ability to find information, use a variety of reading strategies, and comprehend a wide body of information. (Weight = 10%)



# SKILLS BASED ASSESSMENT



STUDENT - Crabtree, Angelica  
 COURSE - American History 4th Qtr  
 CURRENT GRADE - 79.2 %  
 LAST UPDATED - 5/21/2006

## Technology High School's Grade Report

### CATEGORY GRADES

**80.8 % Social Studies Content Literacy**  
 This category applies to the student's ability to demonstrate an understanding of the social studies content taught. (Weight = 25%)

**87.9 % Critical Thinking**  
 This category applies to the student's ability to analyze, synthesize, and evaluate information in a logical and meaningful manner. (Weight = 10%)

**90 % Collaboration**  
 This category applies to play an active role in getting tasks organized and completed, demonstrate a willingness to help others, and create a positive work environment. (Weight = 10%)

**% LEAP**  
 This category is directly related to the Social Studies LEAP score received by the student. (Weight = 25%)

**56.8 % Work Ethic**  
 This category applies to the student's ability to be prepared to work each day, arrive on time to class, stay focused on the task, and meet all deadlines set. (Weight = 10%)

**77 % Written Communication**  
 This category applies to the student's written mechanics, spelling, and grammar skills in all assignments. (Weight = 10%)

**80 % Oral Communication**  
 This category applies to the student's ability to effectively communicate appropriately during presentations including such aspects as eye contact, awareness of audience, and posture. (Weight = 10%)

### ATTENDANCE INFORMATION

TOTAL ABSENCES :  
 UNEXCUSED ABSENCES :  
 TARDIES :

### MORE INFORMATION

[American History 4th Qtr Website](#)

### Contact the Teacher(s)

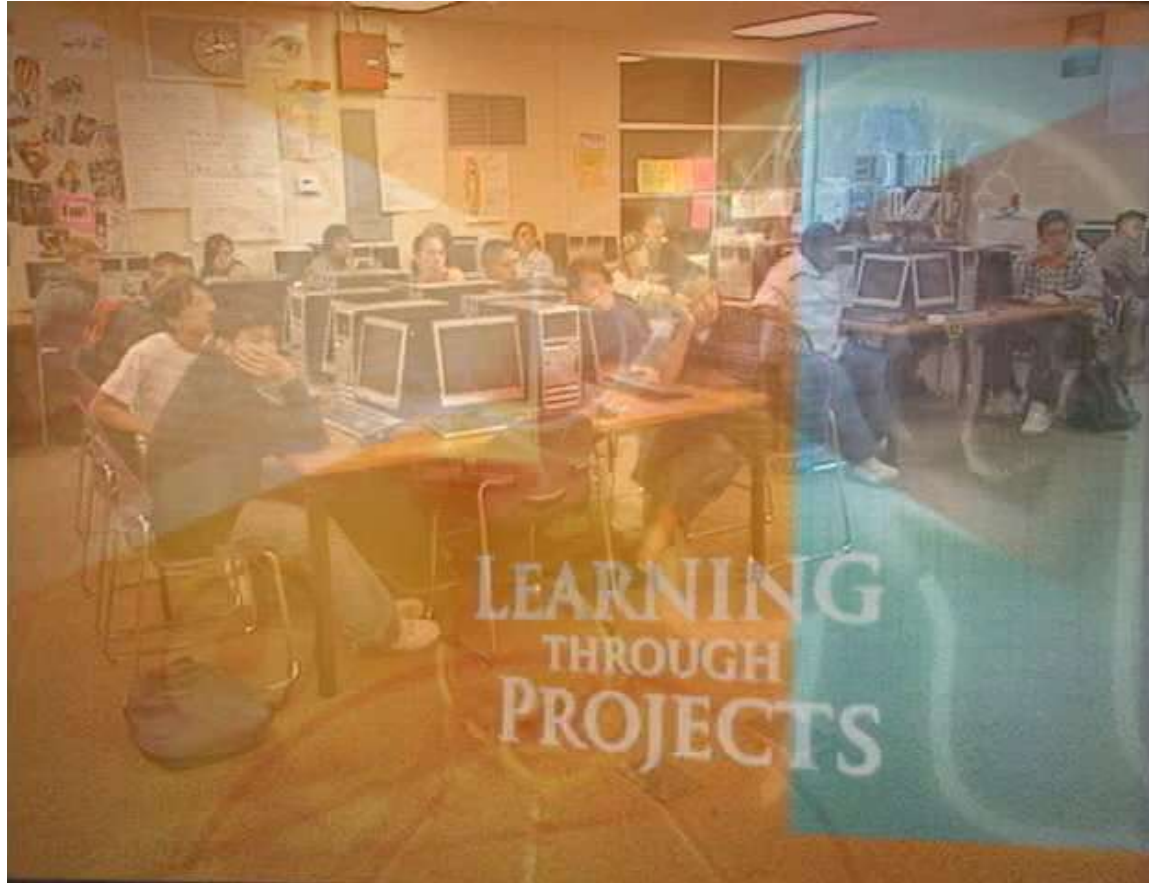
Roger Nadeau  
 RNadeau@pftsta.jpss.k12.la.us  
 504-736-1873

### ASSIGNMENT DETAIL

Due Date	Assignment Name	Social Studies			Written		Oral		LEAP	
		Content Literacy	Work Ethic	Critical Thinking	Communication	Collaboration	Communication			
3/29	Pre-Civil War Section 1 - Test	72/100	33/40	32/40	38/50	/	/	/	/	
3/10	Pre-Civil War Contract	/	40/40	48/50	/	38/40	/	/	/	
3/27	Homework: Pre-civil war - Sec. 1	/	50/50	/	/	/	/	/	/	
3/31	Homework: Pre-Civil War - Sec. 2	/	/50	/	/	/	/	/	/	
3/31	Pre-civil War Test	/100	/	/	/50	/	/	/	/	
4/5	Pre-civil war - Individual	85/100	43/50	43/50	/	/	40/50	/	/	
4/5	Pre-civil war - Group	85/100	/	/	/	43/50	/	/	/	
4/7	Pre-civil war - section 3	/	/50	/	/	/	/	/	/	
4/12	Pre-civil war - section 4	/	50/50	/	/	/	/	/	/	
4/14	civil war - need to know	/	/50	/	/	/	/	/	/	
4/24	Pre-Civil War - Sections 3 & 4 - Test	81/100	/	/	39/50	/	/	/	/	
5/10	Civil War Section One - Individual	/200	/50	/50	/	/50	/50	/	/	
<b>TOTALS:</b>		323/400	216/380	123/140	77/100	81/90	40/50	0/0	0/0	0/0



# PBL IN ACTION



## Sacramento New Technology High School – Segment 1



# SOME FINAL THOUGHTS



## A LENS FOR OUR WORK:

1. If students are to be well prepared for their futures, they must become active learners who can collaborate, communicate and problem solve
2. We should look to change the traditional role of teacher and student in the classroom. PBL enables the teacher to act as a coach and have the students interact with experts in the field.
3. Technology is a powerful lever for change when combined with other factors and can support more rigorous, relevant instruction when designed to do so.

