



NTN Project Quality Checklist

Elements to Include	Quality Assessment
<ul style="list-style-type: none"> <input type="checkbox"/> Driving question <input type="checkbox"/> Entry event, optional twists/additional memos, etc. <input type="checkbox"/> Rubric/s <input type="checkbox"/> Scaffolding of standards and outcomes <input type="checkbox"/> Project pathway*, with: <ul style="list-style-type: none"> <input type="checkbox"/> Benchmarks <input type="checkbox"/> Formative assessments <input type="checkbox"/> Opportunities for reflection and revision, including ways for students to monitor progress <input type="checkbox"/> Assessments of standards and outcomes <input type="checkbox"/> Final products*, including <ul style="list-style-type: none"> <input type="checkbox"/> Culminating product/s <input type="checkbox"/> Individual Assessment of Knowledge and Thinking and Written Communication (IAKT) <input type="checkbox"/> Presentation 	<p>Authenticity and Adult Connections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem/question/scenario/process can clearly be made meaningful to students <input type="checkbox"/> There's a clear "need to know" for both the project and the Individual Assessment of Knowledge and Thinking and Written Communication (IAKT) <input type="checkbox"/> Project products and the IAKT simulate the work of the discipline (i.e. what a scientist/historian/mathematician/etc. does) and/or address important disciplinary knowledge <p><i>At least ONE of the following*:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Entities or persons outside of the school will use the product of the student work <input type="checkbox"/> Students have multiple contacts with/work alongside outside expert adults <input type="checkbox"/> Students present and defend their work to a real and appropriate audience <input type="checkbox"/> Simulates "real world" activities, i.e. adults are likely to tackle the problem or questions addressed by the project/individual written assessment <p>Academic Rigor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Project requires students to demonstrate learning derived from Common Core/standards/Learning Outcomes <input type="checkbox"/> Driving question is meaningful and clear and is derived from specific national, state, or district content standards and Learning Outcomes <input type="checkbox"/> Scaffolding addresses anticipated need to know and supports students in developing content understanding and Learning Outcome skills <input type="checkbox"/> Scaffolding is interactive, differentiated, promotes discourse, and/or uses models <input type="checkbox"/> Project pathway supports students in learning skills and meeting rigorous standards <p>Applied Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Project requires students to apply new skills and knowledge toward realistic, complex task <input type="checkbox"/> Project/IAKT has several possible responses/solution methods <input type="checkbox"/> Students build self-, project-, and group-management skills (e.g. through logs, task sheets, work plans, prioritization, group contracts, etc.) <p>Active Exploration</p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to NTK's, students conduct research/inquiry into authentic, perhaps limited number of sources, including appropriate readings, provided by teacher. Inquiry might involve creating and experimenting with models in math and science. When appropriate, students conduct own, independent research <input type="checkbox"/> Students have the opportunity to make choices in regard to the direction of the project <p>Assessment Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have opportunities to receive feedback, revise work, and reflect <input type="checkbox"/> Assessments include evaluation of content standards and Learning Outcomes <input type="checkbox"/> Rubric/s incorporate/s thoughtfully chosen targeted skills from NTN Learning Outcome rubrics as well as indicators based on standards

	<input type="checkbox"/> Assessment strategy should focus on performance assessments, where students demonstrate ability to apply targeted knowledge and skills
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*Items marked with an asterisk may look different in a Problem Based math classroom

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