

INTEGRATED PROJECT RUBRIC

Teacher _____ Date _____ Grade 40/____

Checklist Key: E = *Exemplary* (90-100%)
 G = *Good* (90-89%)
 F = *Marginal* (79% & below)
 N/E = *Not Evident*

	E	G	F	N/E
CONTENT				
Builds upon the curriculum goals.				
Explicitly teaches the higher-level thinking processes associated with systematic Project inquiry.				
Emphasizes integration across the curriculum: reading, writing, math, science, and the arts.				
Clearly connects academic content to Curriculum Standards.				
Connects academic content to students' day-to-day lives.				
	E	G	F	N/E
INSTRUCTIONAL ACTIVITIES and GROUPING				
Background-building experiences build students' interest and background knowledge about the Project topic.				
With adult facilitation, students build upon background knowledge to set meaningful questions for Project inquiry.				
Students are guided through a cycle of research experiences to address their questions, including fieldwork, interviews, and other relevant types of investigation.				
Students synthesize and document what they have learned using a variety of media and presentation methods.				

Students share and discuss both the academic and personal meaning of their Project findings through culminating activities.				
Explicit mini-lessons are integrated across all Project activities to teach and demonstrate specific skills, strategies, and concepts needed for productive inquiry.				
Small, heterogeneous Project groups are emphasized; Explicit steps are taken to promote collaborative learning and full participation of each student within these groups.				
	E	G	F	N/E
TEACHING ROLES AND TEAM FUNCTION				
Teachers build their own background knowledge about the Project topic and identify potentially productive focuses for student inquiry.				
	E	G	F	N/E
Teachers identify, preview, and secure a rich array of Project resources, including fieldwork sites, visiting experts, and classroom materials.				
Teachers set a clear structure for Project inquiry, explicitly modeling and prompting students' self-regulation in carrying out all phases of inquiry.				
Teachers stay alert to and create opportunities for students to discover or apply important academic concepts and skills in their Project inquiry.				
Teachers collaborate with others (expert visitors, parent volunteers, classroom helpers).				
Teachers play an appropriate and meaningful instructional role.				
	E	G	F	N/E
ASSESSMENT				
Informal observations, project narratives, checklists, anecdotal notes, portfolios, self-reflections, and individual or group products are used to monitor instructional effectiveness and student outcomes in Project inquiry.				
Students are taught to self-monitor and self-				

assess their own Project work.				
Students engage in collaborative and individual Project activities and products.				
	E	G	F	N/E
MATERIALS AND ENVIRONMENT				
The classroom environment is set up with an in-depth array of authentic materials and resources about the Project topic.				
Displays reflect students' Project work in progress, and include functional information to support Project inquiry (pictures, photos, products, constructions, videotapes).				
Journals and other materials are provided as tools for students' on-going documentation of their Project investigations; Technological resources are emphasized when appropriate.				
Furniture and learning centers are organized to facilitate Workshop activities.				
	E	G	F	N/E
EVALUATION OF PROJECT				
Reflections on what was learned about project provide thoughtful and in-depth reflections				
Suggestions for changes are included with clear examples.				

Adapted from The Frances Starns Centers Instructional Observation and Monitoring Checklist

INTEGRATED PROJECT SUMMARY