LTI Project Rubric - Top Down Web

R
Relevance

Relevance
The project is **relevant** to the student's interests and passions and/or Post Met Plan. **Key indicators of Relevance include**: students': engagement, internal motivation, mindset of understanding and quality beyond completion.

A
Authenticity

Product External Benefit
The project has clear **benefits** to the LTI site, school or community.

Connected Product Research
This part of the student's research serves to make the product better or more informed.

Product Feedback and Revision for Quality
Did you get feedback on your academic work and products from an expert and did you make revisions?

A
Academic Rigor

Research / Essential Question
Does your project and research revolve around an "Essential Question" that drives the investigation? Are there different possible answers to this question that you can research, choose and argue for?

Sources
To answer your question, are you gathering information from various sources that are trustworthy? Are you mixing formats: reading, interviewing, surveying etc ., to gather information?

Learning Goal Inquiry Focus
Does your investigation have at least one (or 2) learning goal area(s) that focuses *deep new learning* or applied learning in a novel situation. This *investigation* would serve as action research to complete the product and/or an exploration of the learning goal in an area sparked by your LTI Product topic.

Content
Are you learning details and big ideas? Is your info accurate and helpful in answering the essential question?

Evaluating Essential Question Answers
Did you present different possible answers to the EQ and give reasons why one answer is better than the others? Are your reasons backed by good evidence? Do you explain your thinking deeply and in detail?
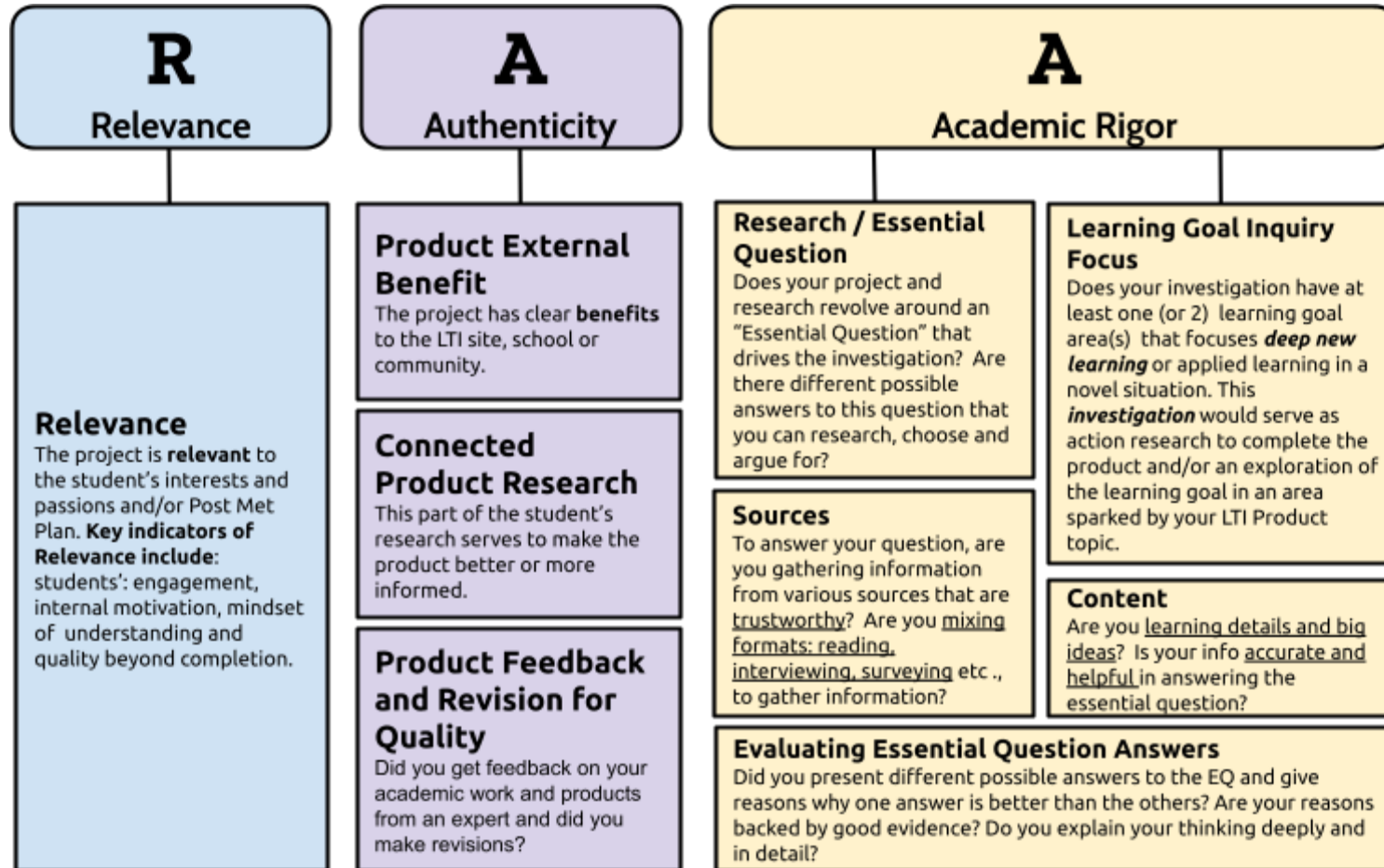
LTI Project Rubric Pilot (RAA: Relevance, Authenticity, Academic Rigor) - 9 Criteria (Full Version)

Student: **Grade:**   **Building:**   **LTI:**

Project Name / Description:

Relevance - 1 Element	Exceeds 4	Meets 3	Approaching 2	Below 1
The project is **relevant** to the student's interests and passions and/or Post Met Plan. **Key indicators of Relevance include**: students': engagement, internal motivation, mindset of understanding and quality beyond completion.	Student demonstrates the ways in which the project is **highly relevant**.	Student demonstrates the ways in which the project is **relevant**.	Student demonstrates the ways in which the project is **partially relevant**.	Student **does not demonstrate** the ways in which the project is relevant.

Authenticity - 3 Elements	Exceeds 4	Meets 3	Approaching 2	Below 1
Product External Benefit: The project has clear **benefits** to the LTI site. **Key indicators of Authenticity and External Benefit include:** • Project is used by the site and/or in other appropriate real-world contexts • The student is able to explain the project's use clearly, and may connect it to related issues • The impact of the project is strong and wide; may impact multiple audiences • There is a tangible product that can continue to be used in the future • Student was actively engaged in identifying the project's benefit during its design.	The project is **extremely useful/valuable** and meets the site's standards of **professional quality**:	The project is **useful/valuable**: though there may or may not be a tangible product that can continue to be used in the future.	The project is useful/valuable, but **has some areas for growth**. Explanation may require prompting, have limited impact, and has not tangible product.	The project is **not useful/valuable** to the site and there is no tangible product for future use.
Connected Product Research This part of the student's research serves to make the product better or more informed.	• Inquiry **meaningfully** informs the creation of the project's product	• Inquiry **partially** informs the creation of the project's product	• Inquiry **does not** inform the creation of the project's product, but is **related to the project topic**	• Inquiry has **no relation** to the project's product
Product Feedback and Revision for Quality: Did you get feedback on your academic work and products from an expert and did you make revisions?	• **All** products have been revised **3+** times after multiple rounds of feedback • Feedback was based on **RWL** criteria or models	**Both:** • **Most** products have been revised **1-2** times after **1-2** rounds of feedback • Feedback was based on criteria or models	**Either:** • **One** product has been revised **one** time after **one** round of feedback • Feedback was based on criteria or models	• No products have been revised • No feedback was sought

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Academic Rigor - 5 Elements	Exceeds 4	Meets 3	Approaching 2	Below 1
Research / Essential Question Does your project and research revolve around an "Essential Question" that drives the investigation? Are there different possible answers to this question that you can research, choose and argue for?	• Formulates a **high-level** open-ended and **thought-provoking** "Essential Question" that guides the inquiry.	• Formulates an **open-ended** "Essential Question" that guides the inquiry	• Formulates **close-ended** questions questions that guide the inquiry	• Inquiry is **not guided** by specific questions
Sources To answer your question, are you gathering information from various sources that are trustworthy? Are you mixing reading, interviewing, surveying etc to gather information?	• Gathers relevant information from varied, credible sources, **both primary and secondary, multiple points of view/bias**	• Gathers relevant information from **varied, credible** sources	• Gathers relevant information from **multiple sources, but some may not be credible**	• Gathers information from **single source and/or is not credible**
Content Are you learning details and big ideas? Is your info accurate and helpful in answering the essential question?	• Content is **both** broad **and** detailed, as well as accurate and helpful in answering the essential question.	• Content is **either** broad or detailed, as well as **accurate** and helpful	• Content is **either** broad **or** detailed, but has **some** inaccuracies	• Content is **neither** broad **nor** detailed, and has **many** inaccuracies
Learning Goal Inquiry Focus Does your investigation have at least one (or 2 of the 4) learning goal area(s) that focuses *deep new learning* or applied learning in a novel situation. This *investigation* would serve as action research to complete the product and/or an exploration of the learning goal in an area sparked by your LTI Product topic.	• The assessment or average of chosen LG assessments meet this designation of Exceeds - 4	• The assessment or average of chosen LG assessments meet this designation of Meets - 3	• The assessment or average of chosen LG assessments meet this designation of Approaching - 2	• The assessment or average of chosen designation of Below - 1
Evaluating Essential Question Answers Did you present different possible answers to the EQ and give reasons why one answer is better than the others? Are your reasons backed by good evidence? Do you explain your thinking deeply and in detail?	• **Evaluates** possible answers to the Essential Question by **assessing whether reasoning is valid and sufficient** • Makes **insightful** connections, draws **meaningful** conclusions and **raises important implications from the evidence** • **Recognizes limitations of an answer to an Essential Question and considers alternative perspectives** • **Identifies and questions assumptions and bias of evidence sources** • **Shows sophisticated understanding of fundamental ideas, and an appreciation for complexity, nuance and ambiguity of the topic**	• Summarizes and **attempts to explain how evidence supports** the possible answers to the Essential question • Draws **general or broad** conclusions from the evidence	• Summarizes evidence without connection to the essential question • Draws **superficial** connections or conclusions	• Sufficient information was either not gathered, or presented as it was found

Learning Goal Inquiry Focus:

Which Learning Goal Areas (1-2) are you most deeply utilizing in your investigation and research?

Check which LG(s) your focus is on:	Exceeds 4	Meets 3	Approaching 2	Below 1
ER (related to proving something using scientific thinking)	• Analyzes data by identifying patterns, possible sources of error, relationships etc. **with sophistication and nuance** • Draws **valid** scientific conclusions • **Discusses limitations of conclusions**	• **Analyzes data by correctly identifying patterns, possible sources of error, relationships etc** • Draws scientific conclusions, **not always based on clear logic/evidence**	• Conclusions and discussion have **significant flaws in logic**	• Conclusions are **missing** and/or there is **no** discussion
SR (SR related to historical, political, social, cultural questions/ knowledge)	• Draws conclusions about the sources content and point of view based on **both** context/date/origin **and** the different ways they treat relevant topics • Discusses **with some depth** a key relevant context (e.g. historical, political, social, cultural)	• Draws conclusions about the sources content and point of view based on **either** context/date/origin **or** the different ways they treat relevant topics • Discusses a key relevant context (e.g. historical, political, social, cultural)	• **EITHER** draws conclusions about the sources content and point of view based on **either** context/date/origin **or** the different ways they treat relevant topics • ... **OR** discusses a key relevant context (e.g. historical, political, social, cultural)	• **Does not** evaluate sources content and point of view in any way
QR (related to using quantitative information to solve problems)	• Uses mathematical data, measurements, or analysis to address essential question **with depth.** (Applies in a novel situation or learns a new skill to apply for solution) • **Clearly** <u>demonstrates</u> **multiple** math practices in their project.	• Uses mathematical data, measurements, or analysis to address essential question. • **Clearly** <u>demonstrates</u> a math practice in their project.	• Uses mathematical data, measurements, or analysis to address essential question **that lacks accuracy or relevance.** • Discusses a math practice in their project **without demonstration**.	• **Does not** utilize mathematical data, measurements, analysis, or the mathematical practices in any ways.
CO (related to using communication skills and knowledge to solve problems)	• Uses new reading, writing, speaking, artistic or listening skills or competencies to address the essential question in depth (or applies in a novel situation or learns a skill to apply for solution). • **Clearly** <u>demonstrates</u> **intentionality of form with audience and purpose** in their project.	• Uses new reading, writing, speaking, artistic or listening skills or competencies to address the essential question • Demonstrates some **intentionality of form with audience and/or purpose** in their project.	• Uses a reading, writing, speaking, artistic, or listening skill or competency to address the essential question (in some tangential way). • Discusses some knowledge connecting **form of communication with audience and/or purpose**. .	• **Does not** research and put into action an in depth skill in reading, writing, speaking or listening.