





# MAKER PROJECT RUBRIC



DIGITAL HARBOR  
FOUNDATION

	Emerging - 1	Developing - 2	Proficient - 3	Exemplary - 4
				
<b>Creativity</b>	Student follows a set of directions to complete a project, but did not explore new ways to alter the idea.	Student project is original, but mostly based off of an existing idea.	Student project is explored and expressed in a fairly original way.	Student clearly explored and expressed multiple ideas in a unique way.
<b>Iteration</b>	Student does not attempt to iterate or make any changes on their initial design.	Student attempts to make an iteration on the design and/or aesthetic of their project, but is unsuccessful in any improvement.	Student undertakes 1 or more iterations of their product, improving the design and/or aesthetics.	Student completes their product, having improved the design and/or aesthetics over time.
<b>Initiative</b>	Student encounters complications with frustration and does not attempt to problem-solve independently.	Student encounters complications with frustration, but briefly attempts to problem-solve independently before seeking assistance.	Student encounters complications with a positive attitude and perseveres to problem-solve independently before seeking assistance.	Student encounters complications with a positive attitude and perseveres to problem-solve independently without needing to seeking assistance.
<b>Learning</b>	Student did not attempt any new learning or methodology they were not already initially comfortable with.	Student attempts 1 new avenue of learning for their project, but may not have been successful in its implementation.	Student attempts 1 new avenue of learning for their project. They demonstrate a skill they did not have at the start of the project.	Student attempts multiple new avenues of learning for their project. They clearly demonstrate a synthesis of skills they did not have at the start of the project.
<b>Community</b>	Student does not attempt to share their learning.	Student attempts to share their learning, but without adequate explanation or reflection.	Student shares their learning informally in a peer-to-peer fashion.	Student shares their project and learning with an authentic community in a formal manner.

# Rubrics For Projects

**Jane Feber**



## **Rubrics For Projects:**

*Standards-based Activities with Scoring Rubrics: Performance-based projects*, 2002 40 Rubrics & Checklists Adele Fiderer, 1999 Help students achieve their best with expert forms of measuring reading and listening comprehension story character analysis personal experience essays and more Illustrations throughout *Creative Book Reports* Jane Feber, 2004 Encourage your students to actively demonstrate their comprehension of both fiction and non fiction with these alternative responses to literature The thirty nine standards based projects in this resource appeal to all types of learners in grades 4 8 Easy to follow directions support you during every step of each project helping you give clear explicit instructions to your students A reproducible rubric for each project helps students at all skill levels understand the grading criteria and gives you an effective tool to easily assess reading comprehension Includes a CD of customizable rubrics that you can adapt for other genres and content area topics Book jacket *Project Based Learning Made Simple* April Smith, 2018-05-08 100 ready to use projects to challenge and inspire your third fourth and fifth graders Project Based Learning Made Simple is the fun and engaging way to teach twenty first century competencies including problem solving critical thinking collaboration communication and creativity This straightforward book makes it easier than ever to bring this innovative technique into your classroom with 100 ready to use projects in a range of topics including Science and STEM Save the Bees Class Aquarium Mars Colony Math Literacy Personal Budgeting Bake Sale Family Cookbook Language Arts Candy Bar Marketing Modernize a Fairy Tale Movie Adaptation Social Studies Build a Statue Establish a Colony Documenting Immigration

**Project-Based Learning** William N. Bender, 2012-02-24 Increase achievement and engagement for all students in 21st century classrooms Project based learning has emerged as one of today s most effective instructional practices In PBL students confront real world issues and problems collaborate to create solutions and present their results This exciting new book describes how PBL fosters 21st century skills and innovative thinking The author provides instructional strategies assessment methods and detailed instruction on how to Design projects for various content areas across all grade levels Integrate technology throughout the learning process Use Khan Academy webquests wikis and more to foster deeper conceptual learning Build social learning networks Differentiate instruction by scaffolding supports for the learning process

**Introduction to Rubrics** Dannelle D. Stevens, Antonia J. Levi, 2023-07-03 This new edition retains the appeal clarity and practicality that made the first so successful and continues to provide a fundamental introduction to the principles and purposes of rubrics with guidance on how to construct them use them to align course content to learning outcomes and apply them in a wide variety of courses and to all forms of assignment Reflecting developments since publication of the first edition the authors have extended coverage to include Expanded discussion on use of rubrics for grading Grading on line with rubrics Wider coverage of rubric types e g holistic rating scales Rubric construction in student affairs Pros and cons of working with ready made rubrics Using rubrics to improve your teaching and for SoTL Use of rubrics in program assessment

case study Application of rubrics in the arts for study abroad service learning and students independent learning Up dated literature review James Bellanca,2011-11-01 Translate standards based content into enriched learning projects that build 21st century skills A valuable tool for teachers this book uses an enriched learning projects model to develop student skills in communication collaboration critical thinking creativity and global and cross cultural awareness It highlights e tools that enhance projects and presents research based instructional strategies that engage students

**A Complete Guide to Rubrics** Audrey M. Quinlan,2011-11-10 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

**Project-Based Learning Applied to the Language Classroom** Juliana Franco Tavares/ Louise Emma Potter,2018-03-05 In Project Based Learning Applied to the Language Classroom the authors propose a way to develop PBL in the language classrooms taking into account all of the obstacles and specifics involved in teaching a foreign language It is about teaching English as a second or foreign language using Project Based Learning PBL We approach this combination because many people seem to think about implementing PBL in their language classes and ask questions about how to do it but feel that there aren t enough materials based on this methodology In fact most researchers and writers we have come across discuss the applications of PBL in the students mother tongue to subjects such as Math History Literature Social Studies and Science However there are few published works about the specifics of PBL in foreign language classes Besides it seems obvious to us that the main difficulty in developing projects in a second or foreign language lies exactly on the fact that communication may be hindered when students do not have enough knowledge in the target language

**Multimedia Projects in the Classroom** Timothy D. Green,Abbie Brown,2002-02-11 This book provides an informative and easy to use guide to teachers on how to successfully integrate technology into their current curriculum even if the teachers background in technology is limited Bridget Weishaar Technology InstructorThe Latin School of ChicagoChicago IL The how to guide that can take you and your students to the next level of multimedia presentation Teachers have been working with multimedia for years slides shows recordings even chalk talks are multimedia But with the advent of personal computers and sophisticated graphics software multimedia has taken on a whole new look and feel and now two experts in education and multimedia share the step by step secrets on making multimedia work for you your students and your curriculum Multimedia Projects in the Classroom can help teachers understand how the multimedia development process works and how it can be used by

teachers as well as by students working on their own projects Subjects include Integrating curriculum content into multimedia production Developing multimedia projects in the classroom Evaluating multimedia projects Producing professional multimedia Learn to understand the process include it in your own work and incorporate student produced multimedia projects into the curriculum all with the help of this exciting and innovative book Addresses standards set for classroom multimedia production developed by the International Society for Technology in Education ISTE National Educational Technology Standards for Students NET S and National Educational Technology for Teachers NET T

*Multimedia Projects in Education* Karen S. Ivers, Ann E. Barron, 2010-09-13 This practical and easy to use resource will help teachers and library media specialists effectively integrate multimedia projects into their curriculum Like the three earlier editions *Multimedia Projects in Education* Designing Producing and Assessing Fourth Edition addresses the need to help students use their knowledge to analyze create solve problems communicate collaborate and innovate With 40 percent new materials and updates to everything else it offers the perfect hands on approach to using multimedia in everyday practice The book is centered around the easy to use DDD E model Decide Design Develop and Evaluate coupled with practical advice on how to effectively integrate the development of multimedia projects into classrooms Focus is on student learning outcomes and such issues as classroom management grouping alternatives computer scheduling options design stages and assessments Readers will learn how to select and plan multimedia projects use hypermedia programs and presentation and development tools manage graphics audio and digital video and create webpages Project suggestions come complete with a scenario overview topics and reproducible worksheets and can be easily adapted for different grade levels

*Educational Research and Innovation Fostering Students' Creativity and Critical Thinking What it Means in School* Vincent-Lancrin Stéphan, González-Sancho Carlos, Bouckaert Mathias, de Luca Federico, Fernández-Barrerra Meritxell, Jacotin Gwénaél, Urgel Joaquin, Vidal Quentin, 2019-10-24 Creativity and critical thinking are key skills for complex globalised and increasingly digitalised economies and societies While teachers and education policy makers consider creativity and critical thinking as important learning goals it is still unclear to many what it means to develop these skills in a school setting To make it more visible and tangible to practitioners the OECD worked with networks of schools and teachers in 11 countries to develop and trial a set of pedagogical resources that exemplify what it means to teach learn and make progress in creativity and critical thinking in primary and secondary education

*Harnessing AI's Potential to Support Student Success and Teaching Excellence* Araujo, Juan J., Snider, Sharla, 2025-07-15 With the integration of AI in educational environments AI has shaped the way schools operate and support students Personalized learning platforms and tutoring systems have transformed the traditional schooling system for the better However the deployment of AI in school settings also raises critical questions around equity privacy ethical use and the role of educators in a technology enhanced landscape Examining the impact of AI usage in schools is essential to understand both its potential to enhance educational outcomes and the

challenges that must be addressed to ensure it serves all learners effectively and responsibly **Harnessing AI's Potential to Support Student Success and Teaching Excellence** explores the landscape of AI in education and how it has helped and hindered school settings This book highlights both the transformative potential of AI and the risks associated with its unchecked advancement emphasizing the importance of responsible innovation in education Covering topics such as education AI and technology this book is an excellent resource for teachers administrators and policymakers searching for the right approach for such AI implementation

**Designing Smart Manufacturing Systems** Daniel Rossit, Chaudhery Mustansar Hussain, 2023-04-13 Design of Smart Manufacturing Systems covers the fundamentals and applications of smart manufacturing or Industry 4.0 system design along with interesting case studies Digitization and Cyber Physical Systems CPS have vastly increased the amount of data available to manufacturing production systems This book addresses the planning modeling and experimentation of different decision making problems as well as the conditions that affect manufacturing In addition recent developments in the design of smart manufacturing and its applications are explained covering the needs of both researchers and practitioners To fully navigate the challenges and opportunities of smart manufacturing systems contributions are drawn from operations research information systems computer science and industrial engineering as well as manufacturing engineering Addresses hot topics like cybersecurity and artificial intelligence in smart manufacturing systems Provides case studies that show how solutions have been applied in practice Explores how smart manufacturing systems may impact on operators

**Learning, Design, and Technology** J. Michael Spector, Barbara B. Lockee, Marcus D. Childress, 2023-10-14 The multiple related fields encompassed by this Major Reference Work represent a convergence of issues and topics germane to the rapidly changing segments of knowledge and practice in educational communications and technology at all levels and around the globe There is no other comparable work that is designed not only to gather vital current and evolving information and understandings in these knowledge segments but also to be updated on a continuing basis in order to keep pace with the rapid changes taking place in the relevant fields The Handbook is composed of substantive 5 000 to 15 000 words peer reviewed entries that examine and explicate seminal facets of learning theory research and practice It provides a broad range of relevant topics including significant developments as well as innovative uses of technology that promote learning performance and instruction This work is aimed at researchers designers developers instructors and other professional practitioners

**Creating Life-Long Learners** Todd Stanley, 2015-07-30 Wanted for the global workforce thinkers and those who can teach them Where K-12 instruction once centered on content and memorization today's educators want most of all to teach their students to think critically and perceptively What better way than with project based learning PBL Author Todd Stanley provides a teacher friendly step by step approach to implementing PBL showing readers how to Use project and classroom management skills to create a positive productive learning environment Develop curriculum around ten different project types Link projects with today's

standards Teach students how to effectively collaborate and bring out the best in each other      Parables of the Kingdom  
Melissa Lynch,2012-07-31 Parables of the Kingdom is a language arts curricular unit on the New Testament Parables for  
seventh grade and up The unit correlates to state standards and outcomes and the curriculum calendar provides over 30  
hours of content material Each session is accommodated with a full lesson plan as well as the accompanying worksheets and  
keys The narrative unit investigates the parables as literature and provides historic critical and sociological background of  
the text This unit is based on best practices in teaching and learning and it is enriched by socratic circles story maps role  
plays as well as relevant reading and writing assignments and creative productive projects      **Teaching Green -- The  
Elementary Years** Tim Grant,Gail Littlejohn,2005-05-01 A complete resource for teaching green to young people from  
kindergarten through grade five      *Science as Inquiry* Jack Hassard,2000 Ideas strategies and approaches for teaching  
middle school science      *Assessment in Middle and High School Mathematics* Daniel J. Brahier,2001 First Published in 2001  
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This book delves into Rubrics For Projects. Rubrics For Projects is a vital topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Rubrics For Projects, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:

- Chapter 1: Introduction to Rubrics For Projects
- Chapter 2: Essential Elements of Rubrics For Projects
- Chapter 3: Rubrics For Projects in Everyday Life
- Chapter 4: Rubrics For Projects in Specific Contexts
- Chapter 5: Conclusion

2. In chapter 1, this book will provide an overview of Rubrics For Projects. This chapter will explore what Rubrics For Projects is, why Rubrics For Projects is vital, and how to effectively learn about Rubrics For Projects.

3. In chapter 2, this book will delve into the foundational concepts of Rubrics For Projects. This chapter will elucidate the essential principles that must be understood to grasp Rubrics For Projects in its entirety.

4. In chapter 3, this book will examine the practical applications of Rubrics For Projects in daily life. This chapter will showcase real-world examples of how Rubrics For Projects can be effectively utilized in everyday scenarios.

5. In chapter 4, this book will scrutinize the relevance of Rubrics For Projects in specific contexts. This chapter will explore how Rubrics For Projects is applied in specialized fields, such as education, business, and technology.

6. In chapter 5, the author will draw a conclusion about Rubrics For Projects. The final chapter will summarize the key points that have been discussed throughout the book.

The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Rubrics For Projects.

<https://crm.avenza.com/data/publication/Documents/Service%20Electric%20Program%20Remote.pdf>

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### **Rubrics For Projects Introduction**

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web apr 18 2022 the numbers we use for counting or enumerating items are the natural numbers 1 2 3 4 5 and so on we describe them in set notation as  $1, 2, 3, \dots$  where the ellipsis indicates that the numbers continue to follow the pattern the natural numbers are of course also called the counting numbers any time we

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web 19 double the following numbers a 4 b 9 c 10 20 double each of the following numbers by writing an addition number

sentence a 6 6 12 b 8 8 16 21 a which number is 10 more than 9 b which number is 10 more than 10 c which number is 10 more than 17 d which number is 5 more than 11

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web operations and algebraic thinking is about generalizing arithmetic and representing patterns algebraic thinking includes the ability to recognize patterns represent relationships make generalizations and analyze how things change in the early grades students notice describe and extend patterns and they generalize about those patterns

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web part part whole relationships teaching part part whole relationships is critical to understanding addition and subtraction concepts the part part whole model shows that two parts make up a whole the following examples show the value of part part whole relationships example 1 samantha has 4 red marbles and 3 blue stickers how many

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