

LEARNING A NEW SKILL / IMPROVING AN EXISTING SKILL

| PROJECT COMPONENTS The student: | 1 Clearly Below Standard | 2 Approaching Standard | 3 Proficient - Meets Standard | 4 Exceeds Standard |
|--|--|---|---|--|
| <p>Planning: Followed through with the plan as described in the proposal.</p> | <ul style="list-style-type: none"> The student did not accomplish what was specified in the proposal. | <ul style="list-style-type: none"> The student accomplished some of what was described in the proposal, but omitted significant elements. | <ul style="list-style-type: none"> The student accomplished all of what was described in the proposal. | <ul style="list-style-type: none"> The student completed additional work beyond the scope of the proposal. |
| <p>Documentation: Determines a way to measure and document progress.</p> | <ul style="list-style-type: none"> The student did not show evidence of tracking or measuring progress. | <ul style="list-style-type: none"> The student's plan for tracking and measuring progress is ineffective or unrealistic. | <ul style="list-style-type: none"> The student showed satisfactory evidence of tracking and measuring progress. | <ul style="list-style-type: none"> The student implemented a comprehensive plan for tracking and measuring progress. |
| <p>Research: Conducts research into current methods and practice.</p> | <ul style="list-style-type: none"> The student possesses little information about the subject matter. | <ul style="list-style-type: none"> The student's information about the subject matter is lacking and limited to only basic information. | <ul style="list-style-type: none"> The student is adequately knowledgeable about the subject matter. | <ul style="list-style-type: none"> The student is thoroughly knowledgeable about the subject matter. |
| <p>Thinking & Problem Solving: Responds effectively to unforeseen circumstances.</p> | <ul style="list-style-type: none"> The student did not respond appropriately or adequately to unforeseen circumstances. | <ul style="list-style-type: none"> The student attempted to respond, but responded inadequately to unforeseen circumstances. | <ul style="list-style-type: none"> The student responded competently to unforeseen circumstances. | <ul style="list-style-type: none"> The student responded skillfully to unforeseen circumstances. |
| <p>Learning: Demonstrates that completing the project was a "learning stretch" for the student.</p> | <ul style="list-style-type: none"> The student demonstrates little or no new learning acquired as a result of completing project. | <ul style="list-style-type: none"> The student demonstrates a minimal amount of new learning acquired as a result of completing the project. | <ul style="list-style-type: none"> The student demonstrates that completing the project was personally challenging, and resulted in the acquisition of new skills. | <ul style="list-style-type: none"> The student demonstrates that he or she was thoroughly challenged by the project, and learned a variety of new skills. |

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| PROJECT COMPONENTS The student: | 1 Clearly Below Standard | 2 Approaching Standard | 3 Proficient - Meets Standard | 4 Exceeds Standard |
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| <u>Persistence:</u> Sets and adheres to a schedule for regular practice/study. | <ul style="list-style-type: none"> The student did not create a schedule for practice/study. | <ul style="list-style-type: none"> The student created an unrealistic schedule for practice/study, to which it was impossible to adhere. | <ul style="list-style-type: none"> The student created a competent schedule for practice/study, and almost always adhered to the schedule. | <ul style="list-style-type: none"> The student created a thorough schedule for practice/study, and always adhered to it. |
| <u>Evaluation</u> <ul style="list-style-type: none"> Student established qualitative or quantitative measurable standard for skill level based on expert advice. Student used evaluation criteria to self- assess skill level. Skill level is evaluated by qualified expert. Student demonstrates acquisition of new skill or measurable skill improvement. | <ul style="list-style-type: none"> The student failed to set a measurable standard. The skill evaluation was based only from student's perspective. Student failed to self – asses skill attainment. Skill level was not evaluated by a qualified expert. Student did not demonstrate acquisition of or measurable improvement of skill. | <ul style="list-style-type: none"> Standard for evaluation was inadequate. Student self- assessment was inadequate. Little attempt was made for evaluation by qualified expert. Student demonstrated minimal acquisition or improvement of skill. | <ul style="list-style-type: none"> The student set an acceptable standard for proficiency in the skill. Student satisfactorily obtains feedback on skill proficiency. Self -assessment is acceptable. Skill level was evaluated by qualified expert Student demonstrated acceptable acquisition or improvement of skill. | <ul style="list-style-type: none"> The student exceeded the set standard for skill proficiency. Student administers a comprehensive method of assessing the skill proficiency. Self -assessment is thoughtfully and thoroughly completed Student was evaluated by more than one qualified expert. Skill proficiency is outstanding. |
| <u>Presentation:</u> Makes a competent, engaging oral presentation including appropriate visuals. | <ul style="list-style-type: none"> The student's presentation was not planned or rehearsed. | <ul style="list-style-type: none"> Presentation was poorly planned, word choice uninteresting or inappropriate, difficult to hear, poor eye contact, distracting gestures | <ul style="list-style-type: none"> Presentation was planned and practiced, word choice was interesting and appropriate to subject and audience, the student could be heard, appropriate eye contact and gestures | <ul style="list-style-type: none"> The student's presentation was carefully planned, practiced and engaging. Word choice, eye contact and gestures enhanced the quality of the presentation. |