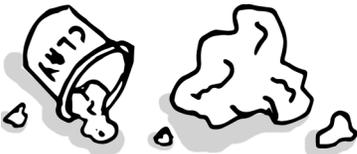
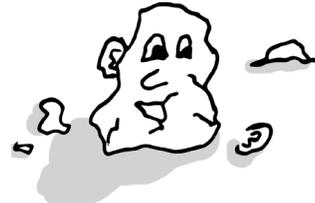


MAKER PROJECT RUBRIC



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	Emerging - 1	Developing - 2	Proficient - 3	Exemplary - 4
				
Creativity	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.
Iteration	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.
Initiative	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.
Learning	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.
Community	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.

SCORING EQUIVALENCY TOOL



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POINTS	SCORE
20	100%
19	96%
18	92%
17	88%
16	84%
15	80%
14	76%
13	72%
12	68%
11	67%
10	66%
9	65%
8	64%
7	63%
6	62%
5	61%
4	F

MAKER PROJECT RUBRIC EXPLANATION

Overall Thoughts

Giving a grade or percentage score on a maker project is a highly contested topic. Is it truly in the maker spirit? Maybe, maybe not. However, it certainly cannot be argued that giving authentic feedback to student makers is highly valuable. It also cannot be argued that the current system we work in values grades. It is our objective to further help develop and implement the Maker initiative within classrooms and within the curriculum; we created this rubric with these thoughts in mind.

Suggested Use of Rubric

Digital Harbor Foundation has created this rubric to value process over product. With this in mind, we highly recommend teachers use the rubric in the manner of **student conferencing**:

1. Students independently fill out the rubric after their project presentation. Go over the rubric first with students, so they are familiar with verbiage and meaning, as well as differences between each category level.
2. Teachers fill out the rubric after the student project presentation independently from the student.
3. Student meets with teacher and they compare rubric scores. Give students the opportunity to explain why they believe they deserve the score they gave themselves. Have an open dialogue about the specific wording in the rubric, and come to an agreement about the final score. **BE OPEN** to listening to students. Often they can express something in a one-on-one conference that was not readily apparent in their project, their presentation, or their process. Be open to listening and altering your grade based on their feedback.

Using the Rubric Without Giving a Grade

The rubric was developed to be used either as a grading tool OR as a simple feedback tool. Do not feel like you need to use the point values or Scoring Equivalency Tool. The rubric is equally as valuable (some may say more valuable) as a simple conferencing tool for authentic student feedback in each category. This will give students an idea as to which categories they are emerging learners in, and also categories in which they performed exemplary.

A Note about the Point Values in the Scoring Equivalency Tool

The scores are not straight values with 5% differentials, as you might expect with 20 total points available. The tool is designed such that students who perform exemplary in 3 categories, but proficient in 2 categories can still get an A on the project. In the same idea, a student who scores Developing in all categories will still receive a passing grade (depending on whether your school system considers failing below a 65% or a 60%). Feel free to alter the Scoring Equivalency Tool to better fit the scoring philosophy of your school system.

