

APPENDIX B
Capstone Artifact Rubrics

<i>Project-based Learning Artifact Rubric</i>				
<i>Real World Authenticity</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
<i>Complexity</i>	The PBL is only surface level and fails to provide students with depth or meaningful opportunities to explore the phenomenon.	Although the overall topic of the PBL is complex, the performance tasks fail to give students an opportunity to investigate and understand the problem or phenomenon.	The PBL is sufficiently complex to provide students with an opportunity to thoroughly investigate and understand the problem or phenomenon.	The PBL is sufficiently complex to provide students with an opportunity to thoroughly investigate and understand the problem or phenomenon. The performance tasks and sequence of the unit are clearly designed to provide that complexity while reducing the cognitive load of the students to allow maximum engagement.
<i>Relevance to Students</i>	The topic of the PBL has no connection or relevance to student interest.	There is some evidence that the overall topic of the PBL has a connection to student interest, but the associated performance tasks within the unit fail to maintain that connection.	The topic of the PBL, and associated performance tasks, have a clear connection to a problem or topic that is relevant to students.	The topic of the PBL, and associated performance tasks, are one which students would believe is worth more of their time learning about. There is evidence that student choice on the topic was solicited before the project.
<i>Authentic Tasks</i>	There is no connection between the	Only some of the performance tasks in the unit	There is a clear connection between the performance	There is a clear connection between the performance tasks

	performance tasks and real-world tasks done by individuals in the topic's field.	have an authentic connection to work done in the field of the topic.	tasks and real-world tasks done by individuals in the topic's field.	and real-world tasks done by individuals in the topic's field. Students are provided an opportunity to present their tasks to experts within the field and receive topic-specific feedback.
Scale	The PBL topic is so narrow that students do not need time or exploration to understand the topic.	Although the topic of the PBL provides is worthy of time and exploration, the performance tasks options are scripted and fail to provide multiple ways for students to choose to explore and examine the topic.	The PBL is large enough in scale to allow students multiple ways to choose to explore and examine the topic.	The topic of the PBL is so dense and rich that students have multiple ways to explore and examine the topic. There is evidence that the teacher provides clear check points and scaffolds throughout the unit to encourage exploration with guided support.

Student-Led Inquiry	1-Emerging	2-Developing	3-Proficient	4-Accomplished
Inquiry	Students are not provided opportunities throughout the unit to question and understand the topic of the PBL.	Students are given some time to question and understand the topic of the PBL, but the final product task or presentation outweighs student exploration and understanding of the topic.	The design of the PBL emphasizes that the project is as much about learning and understanding the topic as learners throughout the process, not just creating a final product or presentation.	The design of the PBL empowers students to control their own journey of understanding the topic as learners throughout the process and in decisions around how to communicate that understanding through a final product or presentation.
Learning by Doing	The PBL overly relies on the teacher to deliver	Learning is organized around performance tasks, but still	Learning is organized around performance tasks which require just-	Learning is organized around performance tasks which require students to discover

	information rather than the performance tasks themselves.	relies on the teacher to deliver the content rather than the performance tasks themselves.	in-time content to fuel student learning and mastery.	and secure their own just-in-time content to fuel their learning and mastery.
<i>Student-Led</i>	Decisions around designing, problem-solving and decision-making are already made by the teacher overtly or in the PBL design.	Students are provided limited opportunities to lead their work and are asked to rely on the teacher or unit design for problem-solving or decision-making.	Students themselves do the work of designing, problem-solving, and decision making during the unit and its performance tasks.	Students themselves do the work of designing, problem-solving, and decision making during the unit and its performance tasks. They are provided opportunities and tools to assess their own performance throughout the unit and performance tasks.
<i>Collaboration with Peers & Experts</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
<i>Collaboration with Peers</i>	The PBL only requires individual work and no collaboration with peers.	The PBL includes only a few opportunities for students to work with their peers and/or limited opportunities to push their collective inquiry, build teamwork and more fully engage with the underlying concept of the PBL.	The PBL includes multiple opportunities for students to work with their peers to push their collective inquiry, build teamwork and more fully engage with the underlying concept of the PBL.	The PBL is designed in a way in which collaboration is the primary way in which students interact with the underlying concept of the PBL and complete applicable performance task.
<i>Collaboration with Experts</i>	Students are not provided access to experts in the field.	Students are provided with prerecorded videos or messages from an expert in the	Students are provided with at least one opportunity to collaborate with an	Students are provided with at least one opportunity to collaborate with an expert in the topic's field of study as well

		topic's field of study but no collaboration or feedback.	expert in the topic's field of study.	as receive feedback on the final culminating activity.
<i>Cultivation of Soft Skills</i>	The PBL only requires individual work and no collaboration with peers.	Collaboration is required in the PBL, but offers limited or no opportunity for students to increase interpersonal and small group skills or engage in face-to-face promotive interaction.	Collaboration required for the PBL creates a sense of interdependence, increases student interpersonal and small-group skills and provides important opportunities for face-to-face promotive interaction.	The cultivation of a sense of interdependence, student interpersonal and small-group skills and opportunities for face-to-face interaction is at the heart of the PBL and students are provided with feedback in those areas as part of the learning experience.
<i>Feedback & Reflection</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
<i>Feedback</i>	Students are not provided with feedback during the PBL.	Students are rarely provided opportunities to receive feedback during the PBL.	Students are provided with opportunities to receive feedback during multiple points in the PBL process.	Students are provided with multiple opportunities to receive feedback from both teachers as well as their peers.
<i>Reflection</i>	Students are not provided with opportunities to self-reflect on their own learning and process.	Students are inconsistently provided with opportunities to self-reflect on their own learning and process.	Students are provided with multiple opportunities to self-reflect on their own learning and process.	Students are provided with opportunities to self-reflect on their own learning and process. There are additional opportunities for team reflection and discussion.
<i>Public Process or Presentation</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
<i>Culminating Product or Presentation</i>	The PBL includes no performance tasks.	The PBL includes some smaller performance tasks, but no	The PBL includes a final culminating product or presentation.	The culminating product is presented to a public audience.

		culminating task at the end.		
<i>Authentic Product</i>	The culminating product is not related to the field of study.	I can select evidence to support my claim, but some of my sources are not reliable.	The culminating product or presentation is authentic to the PBL's field of study.	The culminating product or presentation is authentic and presented to experts in the field of study for feedback.
<i>Iterative Focus</i>	The culminating product or presentation is disconnected from the knowledge, iteration, feedback, reflection and learning that occurred during the project.	The culminating product or presentation is only connected to one of the following: the knowledge gained, iteration, feedback, reflection or learning that occurred during the project.	The culminating product or presentation showcases all the knowledge, iteration, feedback, reflection and learning during the project.	The culminating product or presentation includes specific artifacts that showcases all of the knowledge, iteration, feedback, reflection and learning that occurred during the project in addition to the final product.

<i>Continuous Improvement Systems Artifact Rubric</i>				
<i>Identifying & Studying the Problem</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
<i>Clearly Defined, Local Problem of Practice</i>	The problem focus isn't localized or is vaguely defined.	Although the problem of practice is local, it is not clearly defined or there is no evidence that a tool was used to fully understand the problem.	The individual or team has clearly identified a specific, local problem of practice for examination.	The individual or team has a clearly defined and practical local problem of practice for examination. There is evidence that the team has used a CI tool (e.g. fishbone, five-whys,

				etc.) to clearly define the cause of the problem.
Clarity on Desired Change	There is no clarity on what change would look like for the problem of focus.	The individual or team has attempted to define the change in the system, but the change is unclear or unrealistic.	The individual or team has clearly defined the desired state of change for their solution to the problem.	The individual or team has clearly defined the desired state of change for their problem and has clearly defined the sequence of smaller changes necessary to reach the intended outcome.
Improvement Measurement	There are no defined metrics or measurements to measure the impact of the proposed change.	Although there are some metrics or measurements to measure the impact of change, they are either unclear or not related to the desired change state.	The individual or team has clearly defined at least one piece of data it will collect after implementing change to measure its impact.	The individual or team has clearly defined multiple sources of data to measure the impact of the change and the data is clearly aligned to both the desired change and the local problem of practice.
Empowerment of Educators	1-Emerging	2-Developing	3-Proficient	4-Accomplished
Educators Are Empowered to Lead the Process	The CI system is wholly controlled by management or administration with no real input from educators.	Although educators are a part of the team and provide input, administration has the ultimate say in how the process function and its ultimate goal.	The individual or team that is completing the CI system are front-line educators and the processes in the tool empower them to collaboratively work together to identify and generate solutions for their problem.	The individual or team that is completing the CI system are front-line educators and the processes in the tool empower them to collaboratively work together to identify and generate solutions for their problem. There is evidence that administration has supported their work and co-created

				the conditions for its success.
<i>Desired Change Empowers Educator's Ability to Do Their Job</i>	The desired change is either dictated by administration or is not centered on the role of an educator.	Although the desired change does relate to the educator, the solution fails to empower them to increase their effectiveness.	The desired change is created by the educator team, not administration, and creates a new process or procedure that educators control that improves their ability to perform their role.	The desired change is created by the team, not administration, and creates a new process or procedure that educators control that improves the results for the students that they serve.
<i>Change as an Iterative Process</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
<i>Small Bets</i>	The change envisioned is too broad or brought to scale too quickly.	Although the attempted change is at a manageable scale, it is too complex or ill-defined to study its impact within the system.	The change process begins with a small, manageable change that will allow educators to understand the impact before attempting it at scale.	The change process begins with different members of the team deploying different small, manageable changes that will allow educators to understand the impact of each strategy before attempting it at scale.
<i>Cycle of Inquiry</i>	The change process is	The change process fails to	There is evidence that the team has,	The inquiry process is clearly organized

	implemented without any process to guide its implementation and study.	have all of the necessary steps including: problem-identification, initial implementation, study, measurement of change, and reflection	or will over time, complete a cycle of inquiry to monitor, understand, study and adjust the change over time.	with multiple-measures, timelines and clearly-defined action steps to carefully monitor the impact of the change over time and make appropriate modifications.
<i>Focus on Implementation</i>	The process simply admires the problem rather than generating solutions to try.	Educators have generated solutions but there is a lack of clarity among the educators on how to implement the change with fidelity.	Educators have an in-depth understanding of how the change strategy works, are able to define it and have the intention of trying it out.	The process created to manage the change holistically reflects a drive towards pragmatic implementation in classrooms with the ultimate goal of increasing student achievement.
<i>Reflection</i>	The process provides no opportunities for reflection.	Reflection opportunities are limited and there is no process to use reflections in support of the change process.	Educators are provided with multiple opportunities to reflect on their effort and what they are learning throughout the iterative process.	Educators are provided with multiple opportunities to reflect on their effort and the process is designed to harness their reflection to fuel the iterative change process.
<i>Focus on the System</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
<i>Focus on Process, Not an Individual</i>	The problem of practice is centered on an individual's performance issue, not a process or strategy.	There is evidence that the problem is focused on structures, rules, or processes of the organization, but the solutions generated are only targeted to impact	The problem of practice is focused on a process, routine, instructional strategy or procedure not an individual educator.	The problem of practice is focused on a process, routine, instructional strategy or procedure not an individual educator and is directly tied

		a specific person or classroom.		to student achievement.
<i>Systemic Impact</i>	The problem of practice is centered on an individual's problem with no utility for the system.	There is evidence that the problem is focused on structures, rules, or processes of the organization, but the solutions generated could not be generalized to support the system as a whole.	A solution to the problem of practice would impact the entire system or organization, not just an individual member.	A solution to the problem of practice would have a high leverage impact the entire system or organization, including multiple grade-levels and other disciplines.

<i>Standards-based Unit Rubric</i>				
<i>Focus on Priority Standards</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
<i>Readiness</i>	Standards selected for the unit are not those which provide the knowledge and skills that student will need to be successful in the next grade level.		Standards selected for the unit are those which provide the knowledge and skills that students will need to be successful in the next grade level.	Standards selected for the unit are those which provide the knowledge and skills that students will need to be successful in the next grade level. If not, the teacher has appropriately defended the decision within the unit design.
<i>Endurance</i>	Standards selected for the unit are not those which provide the knowledge and skills from the subject that		Standards selected for the unit are those which provide the knowledge and skills from the subject that students will most	Standards selected for the unit are those which provide the knowledge and skills from the subject that students will most likely need in life after school. If not,

	students will most likely need in life after school.		likely need in life after school.	the teacher has appropriately defended the decision within the unit design.
Leverage	Standards selected from the unit are not those that work with and synergize with content standards from other disciplines.		Standards selected from the unit are those that work with and synergize with content standards from other disciplines.	Standards selected from the unit are those that work with and synergize with content standards from other disciplines. If not, the teacher has appropriately defended the decision within the unit design.
Alignment with Testing Blueprint	Standards selected from the unit are not those that are generally assessed by the Ohio AIR test (if applicable).		Standards selected from the unit are those that are generally assessed by the Ohio AIR test (if applicable).	Standards selected from the unit are those that are generally assessed by the Ohio AIR test (if applicable). If not, the teacher has appropriately defended the decision within the unit design.
Appropriate Pacing	The total number of standards is either too little or too large given the length of time of the unit. (More than six or less than 2 depending on number of weeks)		The total number of standards is manageable for the length of time of the unit (no more than 6 standards).	The total number of standards is manageable for the length of time of the unit (no more than 6 standards) and are designed to be spiraled throughout the unit.
Performance Tasks	1-Emerging	2-Developing	3-Proficient	4-Accomplished
Performance Tasks Embedded in Unit Design	The unit design includes no performance tasks for	The unit includes at least one performance task, but not enough tasks to engage	The unit design includes 2-3 smaller performance tasks or one larger	

	students to complete.	students throughout the unit.	performance task that serves as the major focus of the unit.	
Strategic Placement in Unit Design	There is no justification or strategy around performance task placement in the unit.	At least one performance task is in the unit design but tasks are not strategically placed to fuel student learning or support through difficult concepts.	Performance tasks are purposefully timed and paced throughout the unit to engage students and provide just-in-time content delivery.	Performance tasks are purposefully timed and paced throughout the unit to engage students, provide just-in-time content delivery and support students with particularly difficult or hard-to-understand standards.
Transfer	1-Emerging	2-Developing	3-Proficient	4-Accomplished
Big Ideas and Essential Questions	The unit design does not include any big ideas or essential questions.	The unit design clearly includes both the big ideas and essential questions.	The unit design clearly includes both the big ideas and essential questions of the unit. They clearly articulate and distill the content specific knowledge that is most important part of the unit.	The unit design clearly includes both the big ideas and essential questions of the unit. They clearly articulate and distill the content specific knowledge that is most important part of the unit. There are multiple, spiraled learning activities designed to support students through that effort.
Learning Transfer to New Problem	Students are not provided the chance to transfer their learning, only practice their knowledge within the domain.	The unit design includes at least one opportunity for students apply their learning to a new or novel problem set.	The unit design includes multiple opportunities for students to apply their learning to a new or novel problem set.	The unit design includes at least one opportunity for students apply their learning to a new or novel problem set that it specifically applied to a relevant, real-world scenario.
Formative and	1-Emerging	2-Developing	3-Proficient	4-Accomplished

<i>Summative Assessment</i>				
<i>Formative Assessments</i>	The unit design only summatively assesses learning.	The unit design includes limited formative assessment opportunities for students.	The unit design includes multiple formative assessments for students to learn and apply their knowledge while being assessed for understanding.	The unit design includes multiple formative assessments for students to learn and apply their knowledge while being assessed for understanding. The assessment is designed to give feedback and opportunities for reteach and understanding.
<i>Summative Assessments</i>	The unit design concludes with a summative assessment that fails to assess the standards called for in the unit.	The unit design concludes with a summative assessment that overly relies on a specific question type (e.g. multiple choice only, fill in the blank only, etc.) and does not access multiple DOK and Bloom taxonomy levels.	The unit design concludes with a summative assessment that includes a variety of question types across DOK and Bloom taxonomy levels.	The unit design concludes with a summative assessment that includes a variety of question types across DOK and Bloom taxonomy levels. The assessment also builds in authentic tasks with feedback on POG competencies.