Tenets of Quality Work Rubric (Instruction)

Properties	1 Does Not Meet Expectations Desired qualities and attributes are not present in the work:	2 Minimal Evidence of Expectations There is evidence of an attempt at incorporating desired qualities and attributes that need to be present in the work:	3 Meet Expectations There is some evidence of desired qualities and attributes present in the work:	4 Exceeds Expectations All desired qualities and attributes are present in the work:
Content and Substance	• Content is not aligned to the Georgia Performance Standards. • Content is not relevant to students. • Content is below what is expected for the ages of the students. • Expectations are low.	• Some of the content is aligned to the Georgia Performance Standards. • Content is relevant yet lacks the integration across various disciplines. • Content is slightly below developmentally age appropriate work. • Students/customers are expected to perform on grade level.	• All content is aligned to the Georgia Performance Standards. • Content—the facts, opinions, cultural artifacts, books, and materials are rich, culturally relevant and from various disciplines. • Content is embedded within concept- based units of study. • Content is age appropriate. • High expectations are for <u>All</u> students.	• All content is aligned to the Georgia Performance Standards • Due to successful mastery of standards, students are moved beyond what is expected for their ages. • Students integrate technology by utilizing various software, internet resources and other media. Students exhibit a deeper understanding of content by producing a richer product and are able to articulate the concept fully integrating all of the disciplines.
Organization of Knowledge	• Students are not given the opportunity to develop skill of accessing and using information. • Students do not make meaning out of the information. • Students are not provided explicit instructions on the use of tools needed to master the knowledge and information. • Students cannot make connections with other knowledge and disciplines. • Work does not teach concepts emphasized in curriculum and tests.	• Students are given limited opportunities to develop skills of accessing and using information. • Students are able to make meaning out of some of the information. • Students are provided explicit instructions on the use of some tools need to master the knowledge and information. • Students are able to make connections with some other knowledge and disciplines. • Some of the work teaches concepts emphasized in curriculum and test.	• Students receive knowledge that is focused and accessible. • Students are provided with opportunities to access the knowledge and information they are expected to process. • Students make meaning out of the information. • Students are provided explicit instructions on the use of tools needed to master the knowledge and information. • Students make connections with other knowledge and disciplines. • Work teaches concepts emphasized in curriculum and tests by the use of concept-based units and the integration of technology.	• Students are able to seek out additional knowledge as it relates to concepts by accessing and using various information not presented to them. • Students make meaning out of the information and are able analyze, synthesize and evaluate it. • Students integrate tools in addition to the ones that they were instructed to use. • Students make connections with other knowledge and disciplines and is able to relate it to the real –world.
Product Focus	• Student's work is not linked to any product, performance, or	• Student's work may be linked to some product, performance	• Students link the work to some product, performance, or	• Students link the work to some original and creative product,

	exhibition. • The work shows no connection to the concept being taught. • The work completed is of no relevance to the students or their interests.	or exhibition, but lacks originality or reflects close-ended answers. • The product created may show a connection to the concept being taught; however, the student is unable to explain this connection. • The product is of little significance to the students and entails concepts that are not relevant to them.	exhibition. • Students convey the connection between the concept taught and the product produced. • The product exhibits concepts that are meaningful to students.	performance, or exhibition. • Students orally present the product created and explain the connection between the product and the concept taught. • The product exhibits concepts that are meaningful; and students are able to express the relevance.
Clear and Compelling Standards	• Student's work does not reflect the Quality Core Curriculum objectives outlined for his/her grade level. • Students do not have a clear understanding of what the finished product or performance should look like. No examples or rubrics are given. • Students are unable to assess progress because no standards have been given.	• Student's work reflects exposure to Quality Core Curriculum objectives outlined for his/her grade level. • Students have a vague understanding of what the finished product should look like. A verbal description of the task may or may not have been given by the teacher. • Students are unsure of progress because of the lack of examples and rubric. Students assess progress based upon their understanding of the task.	• Student's work reflects mastery of Quality Core Curriculum objectives outlined for his/her grade level. • Students are provided with concrete examples and rubrics that illustrate what the finished product or performance should look like. • Students are able to use the examples and rubric given to assess their progress.	• Student's work reflects mastery of Quality Core Curriculum objectives outlined for his/her grade at the synthesis and/or evaluation levels of thinking. • Students have a clear understanding of the task and have been provided with examples, prototypes and a rubric that delineates what the finished product should look like. • Students are able to use the examples, prototypes, and rubric given to assess their progress and assign a grade.
Protection from Adverse Consequences for Initial Failures	• Students do not receive any feedback about the quality of their product and/or performance. • Students are not provided with additional opportunities to produce a product/performance that meets standards.	• Students are given a grade but are not provided feedback throughout the project. • No- certificated persons other than the teacher are invited to give feedback on student's performance with their feedback affecting the student's grade. • Students are offered some additional opportunities to complete the goal with the first effort affecting his or her grade	• Students are provided feedback throughout the project rather than at grade time. • Persons other than the teacher are invited to give feedback to students without their feedback affecting the student's grade. • When a student fails to meet the standards, the student is offered additional opportunities to complete the goal without the first effort affecting his her or grade.	• Students are provided feedback throughout the project rather than at grade time and were provided a rubric that clearly defined expectations. • Students are encouraged to invite other stakeholders to give feedback that does not affect their grade.
Affirmation of Performance	• Classroom lacks any evidence of students' quality work products	• Some quality work is visible in the classroom. • The performance standard	• Several quality work displays are visible in the classroom.	• Classroom and hallways display only quality work students' products.

	• Classroom displays numerous teacher-made/commercial products. • Teacher does not provide feedback to the students.	is not posted with students' quality work products. • Some students' quality work products are properly scored according to the performance rubric. • Some students are given the opportunity to present quality work products. • The teacher provides constructive feedback to some students.	• The performance standard and rubric are posted with all student quality work products. • Most student products are properly scored according to the performance rubric. • Most students are given the opportunity to present quality work products in a variety of settings. • The teacher provides constructive feedback to most students or cooperative groups.	• Each student product clearly displays the performance standard. • All students create new and novel ways present quality work. • Acknowledgement or recognition of student performance moves beyond the school site...i.e. national, state, or local level competition.
Affiliation	• Students work on products independently. • Learning is teacher directed.	• Some students work in cooperative learning groups, (paired/partner learning, triads or teams) to produce quality work products. • Some students select or are assigned roles in learning groups in order to complete a quality work product. • Some students engage in collaborative learning. • Some learning is teacher directed.	• Most students work in cooperative learning groups, (paired/partner, triads, or teams) to produce quality work products. • Most students select or are assigned roles in order to complete quality work products. • Most students engage in collaborative learning. • The teacher acts as a facilitator for most cooperative groups.	• All students work in cooperative learning groups, (paired/partner, triads, or teams) to produce quality work products. • All students select or are assigned roles in order to complete quality work products. • All students engage in collaborative learning. • The teacher acts as a facilitator for all cooperative groups
Novelty and Variety	• There is no variation in student tasks. • Students are not expected to produce a product. • The information that students are asked to process**,** consider, think about, and command is not presented in a novel or interesting way.	• There is some variation in student tasks. • Students are expected to produce a product but do not have clear expectations or a model. • Some of the information that students are asked to process is presented in a novel or interesting way but has no linkage to the topic.	• The tasks that students are expected to perform are varied in kind, complexity, and length of time anticipated for completion. • The tasks that students are expected to produce are designed so that students are called on to use new skills as well as new and different media, approaches, styles of presentation, and modes of analysis. • The information that students are asked to process, consider, think about, and command is presented in a variety of means and formats.	• The tasks that students are expected to perform are varied in kind, complexity, and length of time anticipated for completion based on students interest and input. • The tasks that students are expected to produce are designed so that students are called on to use new skills as well as new and different media, approaches, styles of presentation, and modes of analysis with real life application. • The information that students are asked to process, consider, think about, and command is

				presented in a variety of means and formats.
Choice	• students employ to complete products assigned • students are given optimum choices with regard to the product to be produced and the nature of the performance	• students employ to complete products assigned • students are given optimum choices with regard to the product to be produced and the nature of the performance	• students employ to complete products assigned • students are given optimum choices with regard to the product to be produced and the nature of the performance	• students employ to complete products assigned • students are given optimum choices with regard to the product to be produced and the nature of the performance
Authenticity	• students perceive tasks related to product assigned • students are involved in real-life conditions	• students perceive tasks related to product assigned • students are involved in real-life conditions	• students perceive tasks related to product assigned • students are involved in real-life conditions	• students perceive tasks related to product assigned • students are involved in real-life conditions