

	Needs Improvement	Developing	Satisfactory	Exemplary
Authenticity	<ul style="list-style-type: none"> The project content is not relevant to students and/or lacks meaning beyond the syllabus outcomes. The project has a weak, trivial, or no connection to the real-world. The project does not allow for discovery and is not open-ended. 	<ul style="list-style-type: none"> The project content is relevant to students but isn't guided by a generative question or dilemma. The project has a simple, obvious connection to the real-world. The project is open-ended but has constraints that restrict student choice, voice, and variety. 	<ul style="list-style-type: none"> The project content is relevant to students and is guided by a generative question or dilemma. The project has a meaningful connection to the real-world. The project is open-ended and is constrained only to ensure satisfactory demonstration of non-negotiables. 	<p>In addition to the Satisfactory criteria:</p> <ul style="list-style-type: none"> The project content is relevant to students and was either co-constructed or designed entirely by students. The project connects students to the real-world by contributing meaningfully to the local or global community.
Academic Rigor	<ul style="list-style-type: none"> The project does not necessitate the content objectives. The project is started after learning outcomes have been already been delivered. The project does not allow for differentiation. The project has limited or no relation to the general capabilities. 	<ul style="list-style-type: none"> The content objectives are necessitated by the project. The project presumes prior learning and doesn't allow all students to engage with the content. The project develops some of the Literacy, Numeracy, and ICT General Capabilities. 	<ul style="list-style-type: none"> The content objectives are multi-disciplinary. The project can be differentiated to allow all students to engage with the content. The project develops students General Capabilities and Future Work Skills. 	<p>In addition to the Satisfactory criteria:</p> <ul style="list-style-type: none"> The content objectives are multi-disciplinary or inter-disciplinary. The project engages students through tasks that are completed and assessed at a real-world, professional standard.
Applied Learning	<ul style="list-style-type: none"> The project does not engage students in higher order thinking and encourages students to regurgitate information as a matter of fact. The project assesses knowledge but not understanding. The learning does not occur through investigation and project work; instead, the learning occurs and simply culminates in a project. 	<ul style="list-style-type: none"> The project primarily answers fact-based questions in familiar contexts but promotes some higher order thinking. The project requires students to manipulate their understanding by creating a final product or performance. The project demands students to work independently and collaboratively. 	<ul style="list-style-type: none"> The project teaches students self-management skills (such as organization, collaboration, and conflict resolution). The project engages students through a range of factual, conceptual, and debatable questions and tasks. 	<p>In addition to the Satisfactory criteria:</p> <ul style="list-style-type: none"> The project has students applying their understanding in complex and often unfamiliar contexts. The project develops professional mindsets that extend beyond the content objectives and are transferable (for example: thinking like a scientist or reasoning like a mathematician).
Active Exploration	<ul style="list-style-type: none"> The project requires little or no independent or complementary research. The project is overly scaffolded and would result in identical final products. The project does not allow for student choice or voice. The teacher or textbook is the primary source of information. 	<ul style="list-style-type: none"> The project requires students to conduct independent research. The project is mostly scaffolded but has flexible elements that allow for some student choice and variety in their final product. The teacher limits students to only the teacher-predetermined sources for information and research. 	<ul style="list-style-type: none"> The students are encouraged to take risks and explore innovative approaches to inquiry and problem-solving (in consultation with their teacher). The final product will result in unique artefacts that demonstrate student choice and choice. 	<p>In addition to the Satisfactory criteria:</p> <ul style="list-style-type: none"> The students conduct original research (interviewing, experimentation, site-specific explorations and investigations). The project affords students the opportunity to discover or re-discover.
Adult Connections	<ul style="list-style-type: none"> The project does not introduce students to professionals or adults other than the teacher. The students are not exposed to possible professions and pathways that relate to the project. 	<ul style="list-style-type: none"> The project introduces others adults from the school community as experts, evaluators, or mentors. The project identifies limited possibilities for similar work in the real-world and global community. 	<ul style="list-style-type: none"> The project enlists adults from beyond the school community as a guest speaker, expert, or evaluator. The project demonstrates many applications and opportunities to pursue similar work in a range of professions in the real-world. 	<p>In addition to the Satisfactory criteria:</p> <ul style="list-style-type: none"> The project requires students to work intimately with at least one professional mentor during all stages of the project and typically contributes to the final assessment. The project affords student with the opportunity to work in an external, professional workplace environment.
Assessment Practices	<ul style="list-style-type: none"> The project does not have clear success criteria or assessment rubrics. The product was not critiqued or revised at all during the project. The final product is the only formally assessable component of the project. 	<ul style="list-style-type: none"> The project has success criteria or assessment rubrics that were determined by the teacher (but may or may not have been provided to students). The product was critiqued by the teacher at least once. The final product is the only formally assessable component of the project; however, student progress is tracked through periodic milestones. Students are reflect about their learning at the end of the project. 	<ul style="list-style-type: none"> The project has clear success criteria or assessment rubrics that students agree to at the early stage of the project. The product was critiqued by students and teachers at least once. The final product and a collection of hurdle tasks or milestones culminate in the student's final grade. Students regularly reflect on their learning and their progress throughout the project. 	<p>In addition to the Satisfactory criteria:</p> <ul style="list-style-type: none"> The students co-construct success criteria and assessment rubrics. The students are regularly sharing work and are receiving and providing feedback to each other throughout the project. The students articulate their learning and their process in a Presentation of Learning.