

Rubric for the assessment of conceptual split-tree map

DIMENSION	1	2	3	4	5	Score	Related life skills
MEETING DEADLINES	Map delivered with a delay above 7 days	Map delivered with a delay less than 3 days	Map delivered on time				Behaving in responsible way
IDENTIFICATION OF END USERS	Students identify generic users unlikely to be even potentially interested in the project	Students identify only a subset of users potentially interested in the project	Students identify all users potentially interested in the project and just them				Problem solving, Designing
NEEDS	Students do not understand the needs of potential users	Students only partly understand the needs of potential users	Students understand in details the needs of potential users	Students understand in details and critically the needs of potential users			Acquiring and interpreting information
OBJECTIVES	Project goals address user needs with difficult to achieve and incoherent solutions	Project goals address user needs with feasible, but not fully coherent solutions	Project goals address user needs with feasible and coherent solutions	Project goals address user needs with feasible, coherent and creative solutions			Problem solving, Designing
INTERACTION WITH TEACHERS (PROCESS EVALUATION)	Students only occasionally ask for help and they do it without a clear investigation strategy	Students regularly ask for help, but they do it without a clear investigation strategy	Students regularly ask for help, with the aim of defining a clear investigation strategy	Students ask for help, with the aim of defining specific aspects of their investigation strategy	Students' question show that they have both a strategy and an autonomous work method		Learning to learn
QUALITY OF CONCEPTUAL MAP PRESENTATION (PROCESS EVALUATION)	Students are unable to explain the choices they made w.r.t. users, needs and solutions	Students are able to explain only to a limited extent the choices they made w.r.t. users, needs and solutions	Students are able to clearly explain the choices they made w.r.t. users, needs and solutions	Through their explanations of choices made, the students reveal a deep awareness of problem interpretation and solving processes			Communication
						Total score	

Rubric by Orfeo Bossini and Roberto Menozzi

Rubric for the assessment of the feasibility study / project plan

DIMENSION	1	2	3	4	5	Score	Related life skills
MEETING DEADLINES	Study delivered with a delay above 7 days	Study delivered with a delay above 3 days	Study delivered with a delay less than 3 days	Study delivered on time			Behaving in responsible way
IDENTIFICATION OF ACTIVITIES	Students are unable to breakdown the objectives in activities which would make the project feasible		Students break down the objectives into specific activities which are not entirely rigorous, but enough to make the project feasible	Students break down the objectives into specific activities, in most cases according to priority, sequencing and feasibility criteria	Students break down the objectives into specific activities, always according to priority, sequencing and feasibility criteria		Problem solving, Designing
DESCRIPTION OF ACTIVITIES' ACTIONS AND RESOURCES	Students cannot identify all the actions and resources needed to run the project		Students identify the actions and resources needed to run the project , but their articulation is not always detailed and accurate	Students identify all the actions and resources needed to run the project. Their articulation is almost always detailed and accurate	Students identify all the actions and resources needed to run the project. Their articulation is always detailed and accurate		Problem solving, Designing
SEQUENCING AND TIME FRAME OF ACTIVITIES	Timing in the project is unrelated to the activities. An organisational principle is lacking creating strong doubts about project feasibility		Timing in the project is related to the activities. Some critical aspects show up, but not to the point of endangering project feasibility	The time frame of activities is set in a strategic and well organised way. The project is clearly feasible			Problem solving, Designing
INTERACTION WITH TEACHERS (PROCESS EVALUATION)	Students only occasionally ask for help and they do it without a clear investigation strategy	Students regularly ask for help, but they do it without a clear investigation strategy	Students regularly ask for help, with the aim of defining a clear investigation strategy	Students ask for help, with the aim of defining specific aspects of their investigation strategy	Students' question show that they have both a strategy and an autonomous work method		Learning to learn
QUALITY OF PRESENTATION OF THE FEASIBILITY STUDY (PROCESS EVALUATION)	Students are unable to explain the choices they made w.r.t. activities, resources and timing	Students are able to explain only to a limited extent the choices they made w.r.t. activities, resources and timing	Students are able to clearly explain the choices they made w.r.t. activities, resources and timing	Through their explanations of choices made, the students reveal a deep awareness of problem interpretation and solving processes			Communication
						Total score	

Rubric by Orfeo Bossini and Roberto Menozzi

Rubric for the assessment of project presentation

DIMENSION	1	2	3	4	Group score					Related life skills
MEETING DEADLINES	Presentation is delivered with a delay above 7 days	Presentation is delivered with a delay above 3 days	Presentation is delivered with a delay less than 3 days	Presentation is delivered on time						Behaving in responsible way
TIME MANAGEMENT DURING PRESENTATION	Presentation takes much longer than agreed	Presentation takes some more time than agreed	Presentation ends within the agreed duration							Communication
QUALITY OF PRESENTATION SUPPORTS	Presentation provides limited information; images or text prevail; nothing much creative to it	Presentation fails to provide all relevant information; images and text are well balanced; nothing much creative to it	Presentation provides all relevant information, captures attention and applies creative solutions	Presentation provides all relevant information, captures attention, applies creative solutions and balances well images and text						Acquiring and interpreting information
FORMAL ACCURACY	Presentation has 5/6 grammar and/or orthography mistakes	Presentation has 3/4 grammar and/or orthography mistakes	Presentation has 1/2 grammar and/or orthography mistakes	Presentation has no grammar and/or orthography mistakes						
ORGANISATION OF PRESENTATION	Attendants cannot follow presentation because information is not well organised	Attendants have occasional problems following presentation as it is often poorly structured	Attendants follow presentation smoothly, since information is presented in a logical and well-sequenced way	Attendants are involved in the presentation, since information is presented in a logical and interesting way						Communication
					Student score					
					A	B	C	D	E	
KNOWLEDGE OF SUBJECT AND CONTEXT	Student cannot answer to questions about the project subject, showing only superficial knowledge of it	Student can only answer to simple questions about the project subject, showing enough knowledge of it	Student can answer to questions about the project subject, showing to know well the aspects she is in charge of, and quite well also the topics dealt by other group members	Student answers to questions by adding examples and personal reflections. She shows a full knowledge of project subject and good mastery also of topics dealt by other group members						Learning to learn
MASTERY OF LANGUAGE AND VISUAL CONTACT	Student seems NOT to pay attention to the speed of presentation, voice tone, grammar and/or let the presentation run with limited intervention. She only reads her notes	Student uses the right presentation speed and voice tone, but uses an inadequate language. Student keeps an eye on her notes	Student is a bit too fast/slow and uses too high/low voice tone during presentation. She has acceptable grammar proficiency. Checks on her notes only occasionally	Student expresses herself correctly, with the right speed and voice tone. She keeps an eye on the presentation, but never reads her notes.						Communication
Total student										
Total score										

Rubric by Orfeo Bossini and Roberto Menozzi

Rubric for the assessment of the Narrative Document

Dimension	1	2	3	4	Score	Related life skills
MEETING DEADLINES (OF NARRATIVE REPORT PRODUCTION)	The student does not provide reflections	Only a few reflections are put into the narrative document in the agreed deadlines	Most reflections are put into the narrative document in the agreed deadlines	All the reflections are put into the narrative document in the agreed deadlines		Behaving in an autonomous and responsible way
ARTICULATING MOTIVATIONS BEHIND THE DESIGN PROCESS (HESITATIONS, DOUBTS, ASSESSMENTS, STRATEGIES ETC.)	The motivations which have accompanied the student in the design process never show up in the report	The motivations which have accompanied the student in the design process show up occasionally in the report and in a partial way	The motivations which have accompanied the student in the design process show up partially in the report	The student reflects constantly and with detailed arguments on the motivations which have accompanied her in the design process		Learning to learn, Communicating
ARTICULATION OF OWN POTENTIAL (SELF-EVALUATION)	The student does not reflect on her own potential	The student does reflect on her own potential, but only occasionally and with respect to few aspects	The student always reflects on her own potential, but with respect to few aspects	The student reflects in an articulate and full way on her own potential		Designing, Communicating
ARTICULATION OF OWN GROUP POTENTIAL (EVALUATION)	The student does not reflect on the potential of the group she belongs to	The student does reflect on the potential of her group, but only occasionally and with respect to few aspects	The student always reflect on the potential of her group, but about few aspects	The student reflects in an articulate and full way on the potential of her group		Designing, Communication Behaving in an autonomous and responsible way
CAPABILITY TO DEVELOP A REFLEXIVE CONVERSATION WITH RESPECT TO OWN CONTEXT OF ACTION	The student does not reflect on her context of action and on that of her group.	The student only reflects on the strategies aiming at determining her context of action?	The student reflects on the strategies aiming at determining her context of action and on her own understanding of her subjective condition	The student constantly reflects, in an articulate and full way, on the strategies aiming at determining her context of action and that of her group, as well as on her own understanding and evolution of her subjective condition		Problem solving, Designing, Communicating, Behaving in an autonomous and responsible way
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