

### Appendix 3 – 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	

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