



# RUBRIC: REGIONAL SHOWCASE PROJECT (part 1 of 2)

## LEVEL 1

Present at Regional (Level 1) to be invited to Semifinal (Level 2) at State Team Event (Up to 4 Presenters allowed), 3 Teams Per School Allowed\*\*

Title: \_\_\_\_\_  
Showcase Location: \_\_\_\_\_ Judge Group #: \_\_\_\_\_ Table #: \_\_\_\_\_

Project Type:  
**TECHNICAL    COMMUNITY SERVICE    INSTRUCTIONAL**

### What the students do:

Students create and carry out the project. During judging, students have up to 10-minutes to describe project, answer judges' questions and demonstrate any materials/products. Hand completed copy of Regional Showcase Project Planner document to judges.

### What the judges do:

Engage students in conversation to assign scoring based upon ability to articulate project planning/development/deployment.

Remember: (1) Projects are scored against this rubric, not against each other during LEVEL 1 judging, (2) many projects will only be in development stages and should be scored with consideration for project plan/team focus. Provide meaningful feedback for student growth.

## SECTION 1: LEARNING APPLICATIONS

Teams: Be prepared to describe how the Showcase Project reflects at least six (6) of the (24) indicators below. Teams will identify those indicators on their Project Planner. Addressing less than six indicators will greatly reduce chances for advancing to Level 2.

Judges: Place a mark in the box for every standard you recognize during the judging event.

STANDARDS	INDICATORS			
<b>1. CREATIVITY &amp; INNOVATION</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology	Apply existing knowledge to generate new ideas, products, or processes	Create original works as a means of personal or group expression	Use models and simulations to explore complex systems and issues	Identify trends and forecast possibilities
	1A. <input type="checkbox"/>	1B. <input type="checkbox"/>	1C. <input type="checkbox"/>	1D. <input type="checkbox"/>
<b>2. COMMUNICATION &amp; COLLABORATION</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media	Communicate information and ideas effectively to multiple audiences using a variety of media and formats	Develop cultural understanding and global awareness by engaging with learners of other grades, schools, communities, and other cultures	Contribute to project teams to produce original works or solve problems
	2A. <input type="checkbox"/>	2B. <input type="checkbox"/>	2C. <input type="checkbox"/>	2D. <input type="checkbox"/>
<b>3. RESEARCH &amp; INFORMATION FLUENCY</b> Students apply digital tools to gather, evaluate, and use information.	Plan strategies to guide inquiry	Locate, organize, evaluate and ethically use information from a variety of sources and media	Evaluate and select information sources & digital tools based on the appropriateness to specific tasks	Process data and report results
	3A. <input type="checkbox"/>	3B. <input type="checkbox"/>	3C. <input type="checkbox"/>	3D. <input type="checkbox"/>
<b>4. CRITICAL THINKING/PROBLEM SOLVING</b> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	Identify and define authentic problems and significant questions for investigation	Plan and manage activities to develop a solution to complete the project	Collect and analyze data to identify solutions and/or make informed decisions about their project	Use multiple processes and diverse perspectives to explore alternative solutions
	4A. <input type="checkbox"/>	4B. <input type="checkbox"/>	4C. <input type="checkbox"/>	4D. <input type="checkbox"/>
<b>5. DIGITAL CITIZENSHIP</b> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	Advocate and practice safe, legal, and responsible use of information and technology	Use of technology that supports collaborative learning, & productivity	Demonstrate personal responsibility for digital citizenship	Exhibit leadership for digital citizenship
	5A. <input type="checkbox"/>	5B. <input type="checkbox"/>	5C. <input type="checkbox"/>	5D. <input type="checkbox"/>
<b>6. TECHNOLOGY IMPLEMENTATION</b> Students demonstrate a sound understanding of technology concepts, systems, and operations.	Understand and demonstrate use of appropriate technology systems /tools	Select and use applications effectively and productively	Troubleshoot systems and applications	Transfer current knowledge to learning of new technologies
	6A. <input type="checkbox"/>	6B. <input type="checkbox"/>	6C. <input type="checkbox"/>	6D. <input type="checkbox"/>
<b>SECTION 1 SCORING</b>	Zero Indicators Addressed	1 – 5 Indicators Addressed	6 or More Indicators Addressed	<b>SCORE</b>
POINTS AVAILABLE	<b>0</b>	<b>15</b>	<b>30</b>	<small>Copy to Final Score Area</small>

\* STLP Standards based upon ISTE Standards for Students ([www.iste.org/standards/standards-for-students](http://www.iste.org/standards/standards-for-students))

\*\* Three teams per school. Schools with Gold Status may enter four teams. Platinum/Titanium District schools may enter five teams.



SECTION 2: PROJECT DESIGN/PRESENTATION				
Based upon interaction with Project Team and Presentation Area, Judges will apply scores for the following areas:				
<b>COPYRIGHT &amp; ETHICAL USE</b> Are sources of images or text appropriately cited where necessary?  POINTS AVAILABLE	Judges see an ethical or legal misuse of technology or content	Judges hears or sees copyright infringement issues.	There is <b>no question</b> of ethical & safe use of technology / copyright.	SCORE
	0	0	10	
<b>DEVELOPMENT PLAN</b> How will the team continue to develop/expand/improve/implement their project/presentation <u>if</u> invited to State?	Team <b>does not</b> articulate plans to develop/expand/improve/implement the project before State.	Team describes <b>loose</b> plans to develop/expand/improve/implement project before State.	Team can <b>detail</b> planned efforts to develop/expand/improve/implement project before State.	SCORE
	3 4	5 6 7	8 9 10	
<b>PLANNER and LOGO</b> STLP Logo proudly displayed and a completed Project Planner presented?	<b>No</b> logo and <b>No</b> planner posted or available.	<b>Either</b> the logo or planner posted/available, but not both.	<b>Both</b> logo and planner are posted. Planner copy presented to judges.	SCORE
	0	3	5	
<b>PRESENTATION EXPERIENCE</b> What props or visuals are used to draw the audience? Do the materials fit on the table? Are images/diagrams relevant and appealing and add to purpose	<b>Few</b> relevant props or visuals are present. Students not involved with development of space.	Props and visuals are <b>pleasing</b> and have <b>some</b> relation to the content. Students somewhat involved with development of space.	Props and visuals <b>enhance</b> the content and draw the audience; Students <b>were strongly</b> involved in development of presentation space.	SCORE
	3 4 5 6 7	8 9 10 11	12 13 14 15	
<b>PROJECT IMPACT</b> What purpose & impact did/will the project have? (Recognize that some projects will be in the development stage and not yet fully implemented at the time of Regionals)	<b>No or little</b> evidence of (or plan for) student, classroom or community impact	<b>Some</b> evidence of (a plan for) student, classroom or community impact	<b>Strong</b> evidence the project had (has) a purpose; students can discuss the impact (projected impact) or provide data/report results (plans to measure results)	SCORE
	3 4	5 6 7	8 9 10	
<b>STUDENT ENGAGEMENT</b> How did students make decisions in project? Is there passion for project?	Students <b>cannot</b> describe <b>details of project</b> or project plan	Students were <b>somewhat</b> involved and engaged in project decisions.	Students were <b>strongly</b> involved and <b>engaged in project decisions</b>	SCORE
	3 4	5 6 7	8 9 10	
<b>STUDENT INTERVIEW</b> What is the project about? (Reflection) Do students know what they are talking about? What would the students change? What did the students like best? What connections can students make?	Students <b>do not</b> demonstrate a clear understanding of the project; <b>No</b> student engagement; students <b>not present</b> for interview	<b>Some</b> students can discuss the project; some student engagement	<b>All</b> students <b>clearly understand</b> the project; the presentation is made in a cooperative, well-organized and professional manner (age appropriate); knowledge of subject	SCORE
	0	5 6 7	8 9 10	
<b>SECTION 1 SCORE</b> (Transfer from front page)	Zero Indicators Addressed/Recognized	1 – 5 Indicators Addressed/Recognized	6 or More Indicators Addressed/Recognized	SCORE
	0	15	30	
<b>TOTAL POINTS EARNED</b>		<b>100 Points Possible / 85 Points Needed to Advance</b>		<b>FINAL SCORE</b> →→→

SECTION 3: JUDGE COMMENTS	
Please be certain to record comments for the student that will be released to the teams. Your comments are critical to their future success.	

INVITED TO STATE THIS YEAR? (TOTAL FINAL SCORE OF AT LEAST **85** REQUIRED TO ADVANCE)    \_\_\_ Yes    \_\_\_ No