



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			
1. CREATIVITY & INNOVATION 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"/>
2. COMMUNICATION & COLLABORATION 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"/>
3. RESEARCH & INFORMATION FLUENCY 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"/>
4. CRITICAL THINKING/PROBLEM SOLVING 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"/>
5. DIGITAL CITIZENSHIP 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"/>
6. TECHNOLOGY IMPLEMENTATION 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"/>
SECTION 1 SCORING	Zero Indicators Addressed	1 – 5 Indicators Addressed	6 or More Indicators Addressed	SCORE
POINTS AVAILABLE	0	15	30	<small>Copy to Final Score Area</small>

* STLP Standards based upon ISTE Standards for Students (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:				
COPYRIGHT & ETHICAL USE 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 no question of ethical & safe use of technology / copyright.	SCORE
	0	0	10	
DEVELOPMENT PLAN How will the team continue to develop/expand/improve/implement their project/presentation <u>if</u> invited to State?	Team does not articulate plans to develop/expand/implement/improve the project before State.	Team describes loose plans to develop/expand/improve/implement project before State.	Team can detail planned efforts to develop/expand/improve/implement project before State.	SCORE
	3 4	5 6 7	8 9 10	
PLANNER and LOGO STLP Logo proudly displayed and a completed Project Planner presented?	No logo and No planner posted or available.	Either the logo or planner posted/available, but not both.	Both logo and planner are posted. Planner copy presented to judges.	SCORE
	0	3	5	
PRESENTATION EXPERIENCE 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	Few relevant props or visuals are present. Students not involved with development of space.	Props and visuals are pleasing and have some relation to the content. Students somewhat involved with development of space.	Props and visuals enhance the content and draw the audience; Students were strongly involved in development of presentation space.	SCORE
	3 4 5 6 7	8 9 10 11	12 13 14 15	
PROJECT IMPACT 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)	No or little evidence of (or plan for) student, classroom or community impact	Some evidence of (a plan for) student, classroom or community impact	Strong 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	
STUDENT ENGAGEMENT How did students make decisions in project? Is there passion for project?	Students cannot describe details of project or project plan	Students were somewhat involved and engaged in project decisions.	Students were strongly involved and engaged in project decisions	SCORE
	3 4	5 6 7	8 9 10	
STUDENT INTERVIEW 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 do not demonstrate a clear understanding of the project; No student engagement; students not present for interview	Some students can discuss the project; some student engagement	All students clearly understand 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	
SECTION 1 SCORE (Transfer from front page)	Zero Indicators Addressed/Recognized	1 – 5 Indicators Addressed/Recognized	6 or More Indicators Addressed/Recognized	SCORE
	0	15	30	
TOTAL POINTS EARNED		100 Points Possible / 85 Points Needed to Advance	FINAL SCORE	

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

STLP REGIONAL SHOWCASE PROJECT PLANNER

LEVEL 1

Completed copy to be displayed at Regional presentation table.

Completed copy (at least one) to be given to Judges at the start of judging window.

Title of Project:

School Name:

District Name:

Team Members: (Enter First Name and Last Initial only)

1.	K-5	6-8	9-12	3.	K-5	6-8	9-12
2	K-5	6-8	9-12	4.	K-5	6-8	9-12

Project Type:

Technical

Community Service

Instructional

(NOTE: Title and Type of Project should match what was entered with online registration)

Self Reflection: Rubric

Has your Project Team read the Showcase Project Rubric and/or met with your STLP Coordinator/Teacher to discuss how your presentation will address the various scoring categories included on the Level 1 rubric?

YES

NO

Self Reflection: Standards/Indicators

Our STLP Coordinator/Teacher and Project Team have reviewed, discussed and considered the following standards & indicators. We are prepared to discuss how the indicators we marked below are addressed by our project, or have been part of the planning, exploration, development and/or deployment of our Project experience. We recognize that, to receive the maximum points available on the Regional (Level 1) Project score sheet, we must identify & be able to discuss the connection between at least 6 indicators (any standard) & our project.

Mark each of the indicators you are prepared to discuss with your judges:

STANDARDS	INDICATORS			
1. CREATIVITY & INNOVATION 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"/>
2. COMMUNICATION & COLLABORATION 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 & global awareness by engaging with learners of other schools, communities, & 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"/>
3. RESEARCH & INFORMATION FLUENCY 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"/>
4. CRITICAL THINKING/PROBLEM SOLVING 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"/>
5. DIGITAL CITIZENSHIP 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"/>
6. TECHNOLOGY IMPLEMENTATION 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"/>



RUBRIC: STATE SEMIFINAL SHOWCASE PROJECT LEVEL 2

First Round of State Championship Judging
Team Event (Up to 4 Presenters)

Title: _____
Division: K-5 6-8 9-12 Judge Group #: _____ Table #: _____
Project Type: **TECHNICAL** **COMMUNITY SERVICE** **INSTRUCTIONAL**

What the students do:

During judging, students have up to 10-minutes to describe project, answer judges' questions and demonstrate any materials/products.

COLLABORATION How did the team collaborate with others to strengthen their project? POINTS AVAILABLE	Little amount of collaboration evident	Some collaboration evident	Interacts and collaborates with others which supports and extends the project	SCORE
	1 2	3 4	5	
COMMUNICATION How did the team use communication tools to make others aware of their project?	Little amount of communication evident	Some communication evident	Communication with others supports and extends the project	SCORE
	1 2	3 4	5	
COPYRIGHT & ETHICAL USE Are sources of images or text appropriately cited where necessary?	Judges see an ethical or legal misuse of technology or content	Judges hears or sees copyright infringement issues.	There is no question of ethical & safe use of technology / copyright.	SCORE
	0	0	10	
CREATIVITY AND INNOVATION How does the project show creativity, originality and innovation? What did the students learn and create?	The project has little creative or unique features	The project has some creative or unique features	A strong creative impact in design, implementation and impact; developed innovative products, processes, or ideas	SCORE
	3 4	5 6 7	8 9 10	
CRITICAL THINKING / PROBLEM SOLVING What higher order thinking and/or research of project are evident or discussed by students?	Little amount of critical thinking, problem solving or research was evident	Some critical thinking; some problem solving, some research was evident	Critical thinking and research was clearly evident and strengthens the project; activities based on informed decisions or solution	SCORE
	3 4	5 6 7	8 9 10	
DEVELOPMENT How has the team continued to develop/expand/improve their project/presentation since Regionals?	Team has not developed the project or presentation since Regionals	Team can describe some effort to develop project or presentation since Regionals	Team can articulate all efforts made to develop project AND presentation. Team can highlight why their project/presentation is better than it was at Regionals	SCORE
	3 4	5 6 7	8 9 10	
PLANNER and LOGO STLP Logo proudly displayed and a completed Project Planner presented?	No logo. No planner posted or available.	Either the logo or planner posted. Planner available.	Both logo and planner are posted. Planner copy presented to judges.	SCORE
	0	1 2	3	
PRESENTATION EXPERIENCE 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	Few relevant props or visuals are present. Students not involved with development of space.	Props & visuals are pleasing & have some relation to the content. Students somewhat involved with development of space.	Props and visuals enhance the content and draw the audience; Students were strongly involved in development of presentation space.	SCORE
	0 1	2 3 4	5 6 7	
PROJECT IMPACT What purpose & impact did the project have?	No or little evidence of student, classroom or community impact	Some evidence for student, classroom or community impact	Strong evidence the project had a purpose & made a difference; students can discuss the impact or provide data/ report results	SCORE
	3 4	5 6 7	8 9 10	
STUDENT ENGAGEMENT How did students make decisions in project? Is there passion for project?	Students cannot describe details of project or project plan	Students were somewhat involved and engaged in project decisions.	Students were strongly involved and engaged in project decisions	SCORE
	3 4	5 6 7	8 9 10	
STUDENT INTERVIEW What is the project about? (Reflection) Students know what they're talking about? What would the students change? What did the students like best? What connections can students make?	Students do not demonstrate a clear understanding of the project; students not present for interview	Some students can discuss the project; some student engagement	All students clearly understand the project; the presentation is made in a cooperative, well-organized and professional manner knowledge of subject	SCORE
	0	5 6 7	8 9 10	
TECHNOLOGY IMPLEMENTATION How were appropriate technology tools used to develop the product and integrated to support the project?	The project uses minimal technology in project; students have difficulty explaining the technology tool	A few products were created using technology tools and students can somewhat explain the use	Students used a variety of technology tools to effectively support and enhance the learning and students can demonstrated an appropriate level of mastery use of the technology	SCORE
	3 4	5 6 7	8 9 10	
TOTAL POINTS EARNED	100 Points Possible / Minimum 90 Score + Best in Group Advances			FINAL SCORE ①②③

MOVES TO LEVEL 3 JUDGING? (COMBO OF Minimum 90 score + Best in Group Advances) Yes No

Completed copy to be displayed at State Championship Project presentation table.
 Completed copy (at least one) to be given to Judges at the start of judging.

Title of Project:

School Name:

District Name:

Team Members: (Enter First Name and Last Initial only)

1.	K-5	6-8	9-12	3.	K-5	6-8	9-12
2	K-5	6-8	9-12	4.	K-5	6-8	9-12

Project Type:

Technical

Community Service

Instructional

(NOTE: Title and Type of Project must match what was entered with online registration)

Team Reflection: Rubric

Has your Project Team read the Showcase Project Rubric and/or met with your STLP Coordinator/Teacher to discuss how your presentation will address the various scoring categories included on the Level 2 rubric? YES NO

Team Reflection: Development and Impact

During Level 1 judging at Regionals, projects were allowed to be in development stage and each team had an opportunity to describe how their project would grow and improve as it moved into the implementation stage. Now, at Semifinal Level 2, each project has had months to be implemented & impact measured.

Is your team prepared to discuss, in detail, how your project as progressed and what impact it has had? YES NO

Team Reflection: Standards

Our STLP Coordinator/Teacher and Project Team have reviewed, discussed and considered the following standards. We are prepared to discuss how the standards we marked below are addressed by our project, or have been part of the planning, exploration, development and/or deployment of our Project on our journey from Regionals (Level 1) to State Semifinals (Level 2) and State Finals (Level 3) judging. (Unlike Regionals, no minimum number of standards is required for discussion with judges; however, these standards are the basis for Level 3 scoring).

Mark each of the standards you are prepared to discuss with your judges:

1. CREATIVITY & INNOVATION 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"/>
2. COMMUNICATION & COLLABORATION 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 & global awareness by engaging with learners of other schools, communities, & 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"/>
3. RESEARCH & INFORMATION FLUENCY 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"/>
4. CRITICAL THINKING/PROBLEM SOLVING 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"/>
5. DIGITAL CITIZENSHIP 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"/>
6. TECHNOLOGY IMPLEMENTATION Students demonstrate a sound understanding of technology concepts, systems, and operations.	Understand and demonstrate use of appropriate tech 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"/>



RUBRIC: STATE FINALS SHOWCASE PROJECT

LEVEL 3

Final Round of State Championship Judging (Level 2 to Level 3)
Team Event (Up to Four Presenters)

Title: _____
Division: K-5 6-8 9-12 Table #: _____
Project Type: **TECHNICAL** **COMMUNITY SERVICE** **INSTRUCTIONAL**

What the students do:

Projects that advance from Level 2 to Level 3 will be announced at the event. Level 3 judging takes place throughout the remainder of the afternoon. It is important to remain with your project team at your project table until excused, as different judges may visit your project multiple times until a decision is finalized. Once judging is completed, an announcement will be made allowing your team to pack up your presentation area. All projects that qualify for Level 3 will be recognized on stage during the Award Show as either, best in Region, Runner Up, or Best in State.

NOTES: Time with Level 3 Judges can vary. Be prepared to talk passionately and succinctly with judges...make the most of your time with them. Repeating a rehearsed presentation will likely not work at Level 3. Instead, expect to spend your judging time conversing with judges about why your project deserves to be recognized as Best in State. Make your comments highlight the best parts of your project and make them impactful, informative, and memorable. Different judging teams may visit your table, and some judges may return to ask follow-up questions.

Remember, Level 3 judging is about confidently convincing judges that your project deserves to represent your school, your district, STLP, the Kentucky Department of Education, and the Commonwealth of Kentucky at an international conference. Level 3 is your time to show your pride and passion behind this project that you have developed over the course of this STLP year. Have fun with it! Good luck!

COMMUNICATION AND COLLABORATION How did the persons (1-4 or more) in the project collaborate? Any partnerships formed?	Some communication and collaboration evidence is noted during interview	Communication and collaboration evidence was noted during the interview which supports and extends the learning
POINTS EARNED	8 9 10 11	12 13 14 15
CREATIVITY AND INNOVATION How does the project show creativity, originality and innovation? What did the student learn and create?	The project has some creative or unique features	A strong creative impact in design, implementation and impact, developed innovative products, processes, or ideas
	8 9 10 11	12 13 14 15
PROJECT IMPACT What purpose & impact did the project have? (On a person, persons, classroom, school, or community)	Some evidence for student, classroom or community impact	Strong evidence the project had a purpose & made a difference; students can discuss the impact or provide data
	8 9 10 11	12 13 14 15
STUDENT INTERVIEW (Age appropriate) Can students describe the project? What would the students change? (Reflection) Are students excited about the project and outcome? What did the students like best?	Some students can discuss the project; some student engagement	All students are clearly engaged and understand the project; the presentation is made in a cooperative, well-organized and professional manner (age appropriate)
	8 9 10 11	12 13 14 15

POSSIBLE 60

