

Social Project Rubric

Teachers should present the following documents to the teacher assessment group in their school:

- 1) Social Project Plan
- 2) Reflection on project implementation
 - a. Did the project achieve its goals?
 - b. Which activities were implemented according to the plan?
 - c. Which activities were not implemented and why not?
 - d. Which parts of the project were most successful and why?
 - e. How did the project benefit the participants?
 - f. In the project process, were activities added or modified, and why?
 - g. What will be considered for the future when working on similar projects?

Projects are considered for 0.50 credit points if the teacher scores at least 24/40 total points on the rubric as evaluated by the teacher assessment group.

N	Criteria	Score 1	Score 2	Score 3	Score 4
1	Justification of the Project Needs	Problem considered by project is not urgent; there is no need for project implementation	In project needs section, there is partial description of need and problem, however neither is well-explained and does not have a positive social effect overall	In project needs section there is a description of the need & problem but the description of how it is addressed and why is superficial overall	In the project needs section, the needs are clear and the problem is clear. The description of the knowledge and skills that students will gain is clear and well justified and matches project goals.
2	Goals	Project goals are not clear. There is no connection between the goals and the project needs section.	Project goals are general. They match some of the project needs and the national curriculum, but they are not really measurable.	Project goals respond to the national curriculum and the needs section, but they are too general.	The project goals are clear and match the needs stated in the needs section. They are also in line with the national curriculum and standards for social projects in Georgia.
3	Expected Results	Expected results are not presented and/or are not clear and do not match the project goals.	Expected results partially respond to project goals but sustainability of the project is not clearly outlined.	The expected results are formulated in detail and respond to project goals, however the sustainability is not outlined and short/long term results of project do not match project goals as clearly as possible	The expected results are clear and sustainability is clearly outlined. The long and short-term goals are detailed and measurable.

4	Project Activities	The project activities are just listed and do not support the goal. Activity timeline is not developed or is not relevant.	Activity descriptions are just listed and partially support the goal and outcomes. The activity outline is not very relevant and not very detailed.	The activity description is detailed and matches the goal, but is not very deep and somewhat superficial. There is not enough explanation to understand details of project.	The activity descriptions are detailed and follow a logical order. They match the project goals and objectives and have a clear relevance to the project.
5	Differentiation	The knowledge/age/experience of participants is not considered in project or is not relevant to the project goals and objectives.	The knowledge/age/experience of participants is considered, but it is not clearly detailed or and only somewhat aligns with goals and objectives of the project.	The knowledge/age/experience of participants is considered, but the activities based on this are not relevant or clearly stated.	The knowledge/age/experience of participants is considered, clearly detailed and included in the project in a logical way that matches the goals and objectives.
6	Monitoring & Evaluation	Monitoring and evaluation is not developed in the project or it is very general.	Monitoring and evaluation is included but it is general and shallow and does not add value to the needs/problem identified in the community	Monitoring and evaluating is included in the project and developed but is mostly general and some components are difficult to measure or ensure measurement	Monitoring and evaluating is clearly outlined and logical. It is measurable and aligns with the project goals and the results. The evaluation shows value creation in the community.
7	Engagement of community	Based on documents, minimal student engagement is evident during the implementation stages	Based on the document, it is evident there is low levels of student engagement in the each stage of the project.	Based on the document, it is evident there is student involvement in more or less every stage from developing, planning, implementing and monitoring to execution.	Based on the documents presented, students are clearly involved in every stage of the project from planning to implementation, and this adds value to the project results overall
8	Project Structure	Project is not logically organized and the plan is incoherent and poorly written.	The project is mostly structured, but it lacks a lot of logic and is not written well.	The plan is structured and the format of the project is logical, but the language is not very strong.	The plan is written in excellent academic grammar. It is logical, easy to read and follow, and has clear steps from beginning to end.
9	Teacher Reflection	Some of the information needed in a reflection are considered, but not all. The answers are general and not very detailed.	There are responses to all of the reflection questions, but the answers are very general and do not give enough detail.	There are responses to all of the reflection questions and they are good, but not excellent. Some are very general and do not show very deep reflection. Writing could have been stronger.	The response to the reflection questions are clear, well-written and have enough detail. They show the teacher put thought into reviewing the project.