

S*M*A*R*T* PROJECTS:

When INQUIRY-BASED projects are

- a) developed collaboratively by teachers and librarians, and
- b) incorporate the following design elements:

S tudent-centered subject matter

M eaningful mix of both content and process

A ge/Ability-appropriate activities

R e-Structuring of information

T ime/task specific guidelines

the final product can:

S elf-motivated inquiry

H elps others extend learning

O rganized / creative presentation

W ide / wise use of resources

U nique point-of-view

S elf-pride in effort

Authentic evidence of student achievement!

S*M*A*R*T* PROJECTS:

Require students to demonstrate real learning,
involve higher-order thinking skills, and
develop effective communication skills:

	<i>What</i>	<i>Why</i>	<i>How</i>
S	STUDENT-centered	INDIVIDUALized <ul style="list-style-type: none"> • interest and • approach 	
M	Meaningful MIX of process & content	Demonstration of both <ul style="list-style-type: none"> • Skills development and • Factual comprehension 	
A	AGE & ABILITY Appropriate	Choice of <ul style="list-style-type: none"> • Format • Content • Application • Assessment 	
R	RE-Structuring of Information	Demonstration of <ul style="list-style-type: none"> • Critical • Creative and • Ethical thinking skills. 	
T	TIME & TASK specific	Specific Guidelines for <ul style="list-style-type: none"> • What • When • How 	

<p>FOCUS:</p> <p>Curriculum connections</p> <p>Authentic applications</p> <p>Knowledge development:</p> <ul style="list-style-type: none"> • Content • Process <p>Critical / Creative thinking</p> <p>Assessment <i>CRITERIA</i></p> <p>Audience</p>	<p>LOGISTICS:</p> <p>Information access</p> <p>Information comprehension /use</p> <p>Notetaking skills / formats</p> <p>Interdisciplinary possibilities</p> <p>Prior Knowledge needed:</p> <ul style="list-style-type: none"> • Process • Content
<p>IMPLEMENTATION:</p> <p>Resource availability</p> <p>Age-appropriateness</p> <p>Time factors</p> <p>Instructional Design</p> <p>Technology / production elements</p>	<p>PRODUCT FORMATS:</p> <p>Print:</p> <ul style="list-style-type: none"> Documents / Posters Graphic Organizers <p>Non-Print:</p> <ul style="list-style-type: none"> Artifacts / Realia Demonstrations / Simulations Multi-media Applications <p>Rubrics</p> <p>Assessment <i>STRATEGIES</i></p>

S*M*A*R*T* PROJECTS:

Developmental considerations:

TOPIC	ESSENTIAL QUESTION(S)	PRODUCT
		ONE-STORY:
		TWO-STORY:
		THREE-STORY:

RESEARCH PROJECT PLANNING GUIDE:

Teacher:

Subject:

date:

FOCUS: (specifying)

Students will be investigating: **TOPIC(s):**

as part of **Unit of Study** on:

Rationale:

LINKS / LOGISTICS: (*strategizing*)

A. **Prior knowledge/skills students should have:**

Content:

Process:

B. **Resources:** Recommendations:

Restrictions:

C. **Constraints:** e.g. time, facilities, student abilities

INPUT / IMPLEMENTATION: (*searching, sorting, sifting, storing*)

Content: Kinds of Data Needed:

Process: Information Skills Instruction:

Thinking/writing Activities:

PRODUCT / PROOF: (*sharing*)

Product Format:

Product Requirements:

Assignment timeline: DATES:

Introduction: _____ in class

_____ in library

Library Work: _____ search strategies

_____ notetaking

Due Dates: _____ notes

_____ work in progress

_____ related activities

_____ bibliography

_____ final product

PROJECT WORKSHEET:

Project Focus	Links	
	Content Standards:	Info Lit Skills:
TEACHER will:	LIBRARIAN will:	
Student PROCESS:	Student PRODUCT:	
Timelines:	Assessments	

EVALUATION RUBRIC	Points Possible	Points Earned
<p>FOCUS:</p> <ul style="list-style-type: none"> • Provides answers to the target questions • Demonstrates a clear understanding of the issue 	<p>10 10</p>	
<p>LOGISTICS:</p> <p>Presents information in an organized and logical fashion, including:</p> <ul style="list-style-type: none"> • Introduction / attention-grabber • Development of important details • Conclusion / summary 	<p>5 10 5</p>	
<p>INFORMATION content:</p> <ul style="list-style-type: none"> • Answers the target questions with specific facts and supporting details • Presents accurate and documented information • Demonstrates use of a variety of resources and viewpoints • Is both meaningful and interesting to other readers/viewers 	<p>10 10 10 5</p>	
<p>PRESENTATION:</p> <ul style="list-style-type: none"> • Meets recognized standards of writing/presentation mechanics • Cites resources used / statements quoted • Presentation methods are relevant and appropriate to content • Clearly-defined voice or point of view 	<p>10 5 5 5</p>	
<p>IT -- Innovative Thinking</p> <p><i>Extra credit</i> for creativity above and beyond the requirements, but still relevant to the intent of the assignment</p>	<p>10</p>	