

<b>ELO Product Rubric</b>				
<b>Performance Traits</b>	<b>1 Beginning</b>	<b>2 Progressing</b>	<b>3 Proficient</b>	<b>4 Exemplary</b>
<b>Does the product demonstrate student achievement of learning goals and targeted competencies?</b>	<b>Utilize School-Based or Teacher-Developed Rubric</b>			
<b>How does the product reflect the individual voice and worldview of the student?</b>	Product was external to student interest and/or the needs of the user/audience. (product is the result of an assignment).	Product shows evidence of a design based either on the needs of an authentic user/audience or the interest of the student. The product is recognized by the panel as an uncommon but successful solution to the design criteria.	Product reflects a fusion of student interest with the needs of the user/audience. The product is recognized by the panel as a unique and original solution to the design criteria.	Reflections include an analysis of the connections between experiences and learning goals and predict future behaviors/decisions based on their analysis.
<b>Did the product meet the quality criteria set by the student, teacher adviser, community mentor and ELO Coordinator?</b>	The product meets the majority of design criteria established by student, teacher adviser, community mentor and ELO Coordinator?	The product meets all the design criteria established by the student, teacher adviser, community mentor and ELO Coordinator and has been tested with its intended user/audience or in its intended context.	The product meets all of the design criteria established by the panel; has been tested with its intended user/audience or in its intended context; and feedback from the intended user/audience is collected.	The product meets all of the design criteria established by the panel; has been tested with its intended user/audience or in its intended context; feedback from the intended user/audience has been gathered along the way, analyzed and used to improve or enhance the effectiveness of the product.
<b>How did the student document the process of designing, creating, using, assessing and modifying their product?</b>	The student creates a collection of artifacts and/or information used in creating the product. (eg: drawings, bibliographies, bills of materials, cost estimates, receipts, photos, videos, etc.)	The student creates a collection with appropriate student-created documentation that was used during or describes the process of creating the product.	The student creates a collection of artifacts that was used during or describes the process of creating the product and includes clear representation of feedback (eg assessment forms, assessment data, certificates).	The student creates a collection of artifacts containing artifacts used during or describing the process of creating the product and includes clear representation of authentic feedback. Student's intentional selection of artifacts illustrates key learning breakthroughs.