

# P R O J E C T   D E S I G N   R U B R I C

Essential Element of PBL	Lacks Essential Features of Effective PBL <i>The project has one or more of the following problems in each area:</i>	Needs Further Development <i>The project has essential PBL features but has some of the following weaknesses:</i>	Incorporates Best PBL Practices <i>The project has the following strengths:</i>
<b>Significant Content</b>	<ul style="list-style-type: none"> <li>▶ The project is not aligned with standards and what students learn is not important in terms of concepts from academic subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is aligned with standards and concepts from academic subject areas, but it may focus on too few, too many, or less important ones.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on teaching students important knowledge and skills derived from standards and key concepts at the heart of academic subject areas.</li> </ul>
<b>21st Century Competencies</b>	<ul style="list-style-type: none"> <li>▶ The development of 21st century competencies is not included.</li> <li>▶ It is assumed that some 21st century competencies will be gained by students, but the project does not explicitly scaffold the development of these competencies.</li> <li>▶ Students do all project tasks as individuals.</li> <li>▶ Students are not asked to think critically or solve problems.</li> </ul> <p><b>Note:</b> For Communication see <i>Public Audience</i>.</p>	<ul style="list-style-type: none"> <li>▶ Too few or relatively unimportant 21st century competencies are targeted, OR too many to be adequately taught &amp; assessed.</li> <li>▶ The project scaffolds the development of 21st century competencies to some extent, but there may not be adequate opportunities to build competencies or rigorously assess them.</li> <li>▶ Students work in teams, but it may be more cooperative than collaborative (the work of individuals is pieced together).</li> <li>▶ Students are asked to analyze &amp; solve problems and think critically, but not in depth or in a sustained way.</li> </ul>	<ul style="list-style-type: none"> <li>▶ A limited number of important 21st century competencies are targeted to be taught &amp; assessed.</li> <li>▶ There are adequate opportunities to build 21st century competencies and they are rigorously assessed (with a rubric and feedback).</li> <li>▶ Students work in collaborative teams that employ the skills of all group members when completing project tasks.</li> <li>▶ Students may collaborate with people beyond the classroom.</li> <li>▶ Students are asked to analyze &amp; solve problems and think critically, in an in-depth and sustained way.</li> </ul>
<b>In-Depth Inquiry</b>	<ul style="list-style-type: none"> <li>▶ The “project” is more like an activity or applied learning task, rather than an extended inquiry.</li> <li>▶ The “project” is unfocused, more like a unit with several tasks than one project.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is superficial (information-gathering is the main task).</li> <li>▶ Inquiry focuses on only one too-narrow topic, OR it tries to include too many issues, side topics, or tasks.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is academically rigorous: students pose questions, gather &amp; interpret data, ask further questions, and develop &amp; evaluate solutions or build evidence for answers.</li> </ul>
<b>Driving Question</b>	<ul style="list-style-type: none"> <li>▶ There is no DQ.</li> <li>▶ The DQ is seriously flawed; for example:                             <ul style="list-style-type: none"> <li>▪ It has a single or simple answer.</li> <li>▪ It is not engaging to students (it sounds too “academic,” like it came from a textbook or appeals only to a teacher).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ The DQ relates to the project but does not capture its main focus; it may be more like a theme.</li> <li>▶ The DQ meets some criteria for an effective DQ, but lacks others (it may lead students toward one particular answer, or it may be hard to answer thoroughly with the resources &amp; time available and/or by students in this class).</li> </ul>	<ul style="list-style-type: none"> <li>▶ The DQ captures the project’s main focus.</li> <li>▶ The DQ is open-ended; it will allow students to develop more than one reasonable, complex answer.</li> <li>▶ The DQ is understandable &amp; inspiring to students.</li> <li>▶ To answer the DQ, students will need to gain the intended knowledge, skills, &amp; understanding.</li> </ul>

<b>Need to Know</b>	<ul style="list-style-type: none"> <li>▶ The project does not motivate students to learn new content knowledge or gain skills.</li> <li>▶ No entry event is planned. Day one of the project will feel like any other day (or worse, because it seems like more work than usual).</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project motivates students to learn new content knowledge or gain skills because they see the need for them in order to complete project products and not be embarrassed to present their work.</li> <li>▶ The entry event will gain student attention but it will not begin the inquiry process by creating a “need to know” or generate questions about the topic of the project.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project motivates students to learn new content knowledge or gain skills because they genuinely find the project’s topic, Driving Question, and tasks to be relevant and meaningful.</li> <li>▶ The entry event will powerfully engage students, both emotionally &amp; intellectually (make them feel invested in the project &amp; provoke inquiry)</li> </ul>
<b>Voice &amp; Choice</b>	<ul style="list-style-type: none"> <li>▶ Students are not given opportunities, if appropriate, to express “voice &amp; choice” (to make decisions affecting the content or conduct of the project).</li> <li>▶ Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are given limited opportunities to express “voice &amp; choice,” generally with less important matters (deciding how to divide tasks within a team or which website to use for research).</li> <li>▶ Students are expected to work independently from the teacher to some extent, although they have the skills and desire to do even more on their own.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students have opportunities to express “voice &amp; choice” on important matters (the topics to study, questions asked, texts &amp; resources used, products created, use of time, and organization of tasks).</li> <li>▶ Students have opportunities to take significant responsibility and work independently from the teacher.</li> </ul>
<b>Revision &amp; Reflection</b>	<ul style="list-style-type: none"> <li>▶ Students do not give and receive feedback about their work-in-progress.</li> <li>▶ Students are not taught how to give constructive critique of each other’s work-in-progress (it is brief, superficial, vague).</li> <li>▶ Students do not use feedback about the quality of their work to revise and improve it.</li> <li>▶ Students and the teacher do not engage in reflection about what students learn and about the project’s design and management.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with opportunities to give and receive feedback about the quality of their work-in-progress, but they may be unstructured or only occur once.</li> <li>▶ Students are given brief, general guidelines for critiquing each other’s work-in-progress.</li> <li>▶ Students look at and/or listen to feedback about the quality of their work, but do not substantially revise and improve it.</li> <li>▶ After the project’s culmination, the students and the teacher briefly reflect on what students learned and on the project’s design and management.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with regular, structured opportunities to give and receive feedback about the quality of their work-in-progress.</li> <li>▶ Students are taught how to constructively critique each other’s work-in-progress.</li> <li>▶ Students use feedback about the quality of their work to revise and improve it.</li> <li>▶ At key checkpoints and after the project’s culmination, students and the teacher engage in thoughtful, comprehensive reflection about what students learn and the project’s design and management.</li> </ul>
<b>Public Audience</b>	<ul style="list-style-type: none"> <li>▶ Students do not present or exhibit their work to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The audience for student presentations is limited to classmates &amp; the teacher.</li> <li>▶ Students present culminating products, but their explanation of how &amp; why they did things is limited to a short, superficial question/answer session.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students present or exhibit their work to an audience that includes other people from both within and outside the school, which may include online audiences.</li> <li>▶ Students present culminating products and defend them in detail &amp; in depth (by explaining their reasoning behind choices they made, their inquiry process, etc).</li> </ul>