PROJECT DESIGN RUBRIC

Characteristics Of High-Quality PBL	**Lacks Characteristics of Quality PBL** *The project has one or more of the following problems in each area:*	**Needs Further Development** *The project has essential characteristics, but has some of the following weaknesses:*	**Incorporates Best PBL Practices** *The projects has the following strengths:*
Content Standards, Concepts, &/or Key Understandings	• The project is not aligned with standards and what Learners learn is not important in terms of concepts from academic subject areas.	• 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.	• The project is focused on teaching Learners important knowledge and skills derived from standards and key concepts at the heart of academic subject areas.
Learning and Innovation Skills	• The development of learning and innovation skills is not included. • Learners do all the project tasks as individuals. • Learners are not asked to think critically or solve problems. • Learners are not asked to create or innovate. • **Technology tools are not integrated into the project.**	• Too few or relatively unimportant learning and innovation skills are targeted OR too many to be adequately taught. • Learners work in teams, but it may be more cooperative than collaborative. • Learners are asked to solve problems and think critically, and to create and innovate, but in in depth or in a sustained way. • **Technology tools are integrated at the Substitution or Augmentation levels of SAM-R**	• A limited number of importance learning and innovation skills are targeted to be taught and assessed. • Learners work in collaborative teams that employ the skills of all group members when completing project tasks. • Learners may collaborate with people beyond the classroom. • Learners are asked to solve problems, think critically, create and innovate in an in-depth and sustained way. • **Technology tools are integrated at the Modify or Redefine levels of SAM-R**
Main Course, Not Dessert	• Knowledge and skills are taught prior to the project. • The project is completed completely outside of class time.	• A significant amount of knowledge and skills are taught prior to the project. • A great deal of the project is completed outside of class time, while other material is “covered” during class.	• Learners “uncover” needed knowledge and skills as they complete the project.
Relevant	• The project does not motivate Learners to learn new content knowledge or gain new skills. • No entry event is used to draw the student into the project.	• The project motivates Learners to learn new content and knowledge or gain skills because they see a need to complete the project for the grade or not to be embarrassed. • The entry event will gain student attention but it will not begin the inquiry process making the learning relevant to the learner.	• The project motivates Learners to learn new content and knowledge or gain skills because they genuinely find the project’s topic, compelling question, and tasks to be relevant and meaningful. • The entry event will powerfully engage Learners, both emotionally and intellectually (make them feel invested in the project and provoke inquiry. •

Authentic	• The project has little or no connection with the outside world or other curricular areas.	• The project simulates "real world" activities.	• Entities or persons outside of the school will use the product of student work. • Adults are likely to tackle the questions addressed by the project.
Student Voice and Choice	• Learners are not given opportunities to express "voice and choice."	• Learners are given limited opportunities to express "voice & choice," generally with less important matters.	• Learners have opportunities to express "voice and choice" on important matters.
Public Audience	• Learners do not present or exhibit their work to an audience.	• The audience for learner presentations is limited to peers and the instructor. • Learners present culminating products, but their explanation of how and why they did things is limited to a short, superficial question/answer session.	• Learners present or exhibit their work to an audience that includes other people from both within and outside the school, which may include online audiences. • Learners present culminating products and defend them in detail and in depth.
Reflection	• Learners do not engage in reflection about the learning.	• After the project's culmination, the learners briefly reflect on what they learned.	• At key checkpoints and after the project's culmination, the learners engage in thoughtful, comprehensive reflection about the learning.
Revision and Feedback	• Students do not give and receive feedback about their work-in-progress. • Students do not use feedback about the quality of their work to revise and improve it.	• Students are provided with limited and/or unstructured opportunities to give and receive feedback about the quality of their work-in-progress. • Students look at and/or listen to feedback about the quality of their work, but do not substantially revise or improve it.	• Students are provided with regular and structured opportunities to give and receive feedback about the quality of their work-in-progress. • Students use feedback about the quality of their work to revise and improve it.
Deep Inquiry/ Research	• The "project" is more like an activity or applied learning task, rather than an extended inquiry. • The "project" is unfocused, more like a unit with several tasks than one project.	• Inquiry and exploration is superficial (information-gathering is the main task). • Inquiry and exploration focuses on only one too-narrow topic, OR it tries to include too many issues, side topics, or tasks.	• Inquiry is academically rigorous: students pose questions, gather and interpret data, ask further questions, and develop and evaluate solutions or build evidence for answers.
Compelling Question	• There is not compelling question. • The "compelling question" has a single or simple answer. • The "compelling question" is not engaging to students.	• The compelling question relates to the project but does not capture its main focus; it may be from like a theme. • The compelling question leads students toward one particular answer or is hard to answer thoroughly with the resources, student maturity, or time available.	• The compelling question captures the project's main focus. • The compelling question is open-ended; it will allow learners to develop more than one reasonable, complex answer. • The compelling question is understandable and inspiring to the learners.