

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

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
Design & Plan	<ul style="list-style-type: none"> ▶ Project includes some Essential Project Design Elements, but not at the highest level of the <i>Project Design Rubric</i>. ▶ Plans for scaffolding and assessing student learning lack some detail; project calendar is not created, does not include enough detail, or is not followed. ▶ Some resources for the project have not been anticipated or arranged in advance. 	<ul style="list-style-type: none"> ▶ Project includes all Essential Project Design Elements, but some are not at the highest level of the <i>Project Design Rubric</i>. ▶ Plans for scaffolding and assessing student learning lack some details; project calendar allows too much or too little time, or is followed too rigidly to respond to student needs. ▶ Most resources for the project have been anticipated and arranged in advance. 	<ul style="list-style-type: none"> ▶ Project includes all Essential Project Design Elements as described on the <i>Project Design Rubric</i>. ▶ Detailed and accurate plans include scaffolding and assessing student learning and a project calendar, which remains flexible to meet student needs. ▶ Resources for the project have been anticipated to the fullest extent possible and arranged well in advance.
Align to Standards	<ul style="list-style-type: none"> ▶ Criteria for products are not derived from standards or specified clearly. ▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not refer to or support student achievement of specific standards. 	<ul style="list-style-type: none"> ▶ Criteria for some products are not specified clearly enough to provide evidence that students have met all targeted standards. ▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not always refer to or support student achievement of specific standards. 	<ul style="list-style-type: none"> ▶ Criteria for products are clearly and specifically derived from standards. ▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics refer to and support student achievement of specific standards.
Build the Culture	<ul style="list-style-type: none"> ▶ Norms are created to guide project work, but they may still feel like “rules” imposed and monitored by the teacher. ▶ Students are asked for their ideas and given some choices to make, but infrequently or only about minor matters. ▶ Students rarely work independently, and look to the teacher for guidance. ▶ Student teams are often unproductive or require frequent intervention by the teacher. ▶ Students feel like there is a “right answer” they are supposed to give, rather than asking their own questions and arriving at their own answers; they are fearful of making mistakes. 	<ul style="list-style-type: none"> ▶ Norms to guide the classroom are co-crafted with students, which they are beginning to internalize. ▶ Student voice and choice is encouraged through intentionally designed opportunities, e.g., when choosing teams, finding resources, using critique protocols, or creating products. ▶ Students work independently to some extent, but tend to look to the teacher for direction more often than necessary. ▶ Student teams are generally productive and are learning what it means to move from cooperation to effective collaboration; the teacher occasionally has to intervene or manage their work. 	<ul style="list-style-type: none"> ▶ Norms to guide the classroom are co-crafted with students, which they largely self-monitor. ▶ Student voice and choice is expected and ongoing, including identification of real-world issues and problems students want to address in projects. ▶ Students usually know what they need to do and are directed by the teacher only to the extent necessary when working individually or in teams. ▶ Students work collaboratively in healthy, high-functioning teams, much like an authentic work environment; the teacher rarely needs to be involved in handling problems.

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
Build the Culture (continued)	<ul style="list-style-type: none"> ▶ The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are not intentionally promoted. 	<ul style="list-style-type: none"> ▶ Students understand there is more than one way to answer a driving question and complete the project, but are still cautious about proposing and testing ideas in case they are perceived to be “wrong.” ▶ The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are promoted by the teacher but not yet owned by students. 	<ul style="list-style-type: none"> ▶ Students understand there is no single “right answer” or preferred way to do the project, and that it is OK to make mistakes and learn from them. ▶ The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are shared, and students hold each other accountable to them.
Manage Activities	<ul style="list-style-type: none"> ▶ The classroom features some individual and team work time and small group instruction, but too much time is given to whole group instruction. ▶ Classroom routines and norms for project work time are not clearly established or are not followed; time is not used productively. ▶ Schedules, checkpoints, and deadlines are set, but they are loosely followed or unrealistic. ▶ Teams are formed using either a random process (e.g., counting off) or students are allowed to form their own teams with no formal criteria. 	<ul style="list-style-type: none"> ▶ The classroom features individual and team work time, whole group and small group instruction, but one or more of these could be given more time. ▶ Classroom routines and norms are established for project work time, but could be followed more closely to maximize productivity. ▶ Realistic schedules, checkpoints, and deadlines are set, but more flexibility is needed. ▶ Generally well-balanced teams are formed, but without considering the specific nature of the project; students have too much voice and choice in the process, or not enough. 	<ul style="list-style-type: none"> ▶ The classroom features a balanced mixture of individual and team work time, whole group and small group instruction. ▶ Classroom routines and norms are followed during project work time to maximize productivity. ▶ Realistic schedules, checkpoints, and deadlines are set but flexible. ▶ Well-balanced teams are formed according to the nature of the project and student needs, with appropriate student voice and choice.
Scaffold Student Learning	<ul style="list-style-type: none"> ▶ Students receive some instructional supports to access both content and resources, but many individual needs are not met. ▶ Teacher may “front-load” content knowledge before the project launch, instead of waiting for “need to know” points during the project. 	<ul style="list-style-type: none"> ▶ Most students receive instructional supports to access both content and resources, but some needs are not met. ▶ Scaffolding is guided to some extent by student’s questions and “need to knows” but some of it may still be “front-loaded.” 	<ul style="list-style-type: none"> ▶ All students receive necessary instructional supports, removed when no longer needed, to access both content and resources. ▶ Scaffolding is guided as much as possible by students’ questions; teacher does not “front-load” too much information at the start of the project, but waits until it is needed or requested by students.

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
Scaffold Student Learning <i>(continued)</i>	<ul style="list-style-type: none"> ▶ Key success skills are not taught intentionally; teacher may assume students are learning them as a side effect of the project. ▶ Students are asked to do research or gather data, but without adequate guidance; teacher does not facilitate the generation of deeper questions based on information gathered. 	<ul style="list-style-type: none"> ▶ Key success skills are taught, but students are not provided with adequate opportunities to practice success skills before applying them. ▶ Student inquiry is facilitated and scaffolded, but more is needed; or, teacher may over-direct the process and limit independent thinking by students. 	<ul style="list-style-type: none"> ▶ Key success skills are taught using a variety of tools and strategies; students are provided with opportunities to practice and apply them, and reflect on progress. ▶ Student inquiry is facilitated and scaffolded, while allowing students to act and think as independently as possible.
Assess Student Learning	<ul style="list-style-type: none"> ▶ Student learning of subject-area standards is assessed mainly through traditional means, such as a test, rather than products; success skills are not assessed. ▶ Team-created products are used to assess student learning, making it difficult to assess whether individual students have met standards. ▶ Formative assessment is used occasionally, but not regularly or with a variety of tools and processes. ▶ Protocols for critique and revision are not used, or they are informal; feedback is superficial, or not used to improve work. ▶ Students assess their own work informally, but the teacher does not provide regular, structured opportunities to do so. ▶ Rubrics are used to assess final products, but not as a formative tool; or, rubrics are not derived from standards. 	<ul style="list-style-type: none"> ▶ Project products and other sources of evidence are used to assess subject-area standards; success skills are assessed to some extent. ▶ Individual student learning is assessed to some extent, not just team-created products, but teacher lacks adequate evidence of individual student mastery. ▶ Formative assessment is used on several occasions, using a few different tools and processes. ▶ Structured protocols for critique and revision and other formative assessments are used occasionally; students are learning how to give and use feedback. ▶ Opportunities are provided for students to self-assess their progress, but they are too unstructured or infrequent. ▶ Standards-aligned rubrics are used by students and the teacher to guide both formative and summative assessment. 	<ul style="list-style-type: none"> ▶ Project products and other sources of evidence are used to thoroughly assess subject-area standards as well as success skills. ▶ Individual student learning is adequately assessed, not just team-created products. ▶ Formative assessment is used regularly and frequently, with a variety of tools and processes. ▶ Structured protocols for critique and revision are used regularly at checkpoints; students give and receive effective feedback to inform instructional decisions and students' actions. ▶ Regular, structured opportunities are provided for students to self-assess their progress and, when appropriate, assess peers on their performance. ▶ Standards-aligned rubrics are used by students and the teacher to guide both formative and summative assessment, and to guide students to deeper levels of thinking.

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
Engage & Coach	<ul style="list-style-type: none"> ▶ Project goals are developed without seeking student input. ▶ Students are willing to do the project as if it were another assignment, but the teacher does not create a sense of ownership or fuel motivation. ▶ The driving question is presented at the project launch and student questions are generated, but they are not used to guide inquiry or product development. ▶ Expectations for the performance of all students are not clear, too low, or too high. ▶ Students are not closely observed or interacted with, so some of their needs are not identified. 	<ul style="list-style-type: none"> ▶ Project goals and benchmarks are set with some input from students. ▶ Students are excited by the project and motivated to work hard by the teacher's enthusiasm and commitment to their success. ▶ Students' questions guide inquiry to some extent, but some are answered too quickly by the teacher; students occasionally reflect on the driving question. ▶ Appropriately high expectations for the performance of all students are set and communicated by the teacher. ▶ Student needs for further instruction or practice, additional resources, redirection, troubleshooting, praise, encouragement, and celebration are identified through relationship-building and close observation and interaction. 	<ul style="list-style-type: none"> ▶ Students and teachers, as appropriate for the students' age, co-define goals and benchmarks for the project, (e.g., by co-constructing a rubric) guided by standards. ▶ Students' enthusiasm and sense of ownership of the project is maintained by the shared nature of the work between teachers and students. ▶ Student questions play the central role in driving the inquiry and product development process; the driving question is actively used to sustain inquiry. ▶ Appropriately high expectations for the performance of all students are clearly established and shared by teachers and students. ▶ Student needs are identified and met not only by the teacher but by students themselves or other students, acting independently.