

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

Essential Project Design Element	Lacks 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 includes some features of effective PBL but has some weaknesses:</i>	Includes Features of Effective PBL <i>The project has the following strengths:</i>
<b>Key Knowledge, Understanding &amp; Success Skills</b>	<ul style="list-style-type: none"> <li>▶ Student learning goals are not clear and specific; the project is not focused on standards.</li> <li>▶ The project does not explicitly target, assess, or scaffold the development of success skills.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals.</li> <li>▶ Success skills are targeted, but there may be too many to be adequately taught and assessed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas.</li> <li>▶ Important success skills are explicitly targeted to be taught and assessed, such as critical thinking/problem solving, collaboration, and self-management.</li> </ul>
<b>Challenging Problem or Question</b>	<ul style="list-style-type: none"> <li>▶ The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project.</li> <li>▶ The central problem or question is not framed by a driving question for the project, or it 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 complex or “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 project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students.</li> <li>▶ The driving question relates to the project but does not capture its central problem or question (it may be more like a theme).</li> <li>▶ The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on a central problem or question, at the appropriate level of challenge.</li> <li>▶ The central problem or question is framed by a driving question for the project, which is:               <ul style="list-style-type: none"> <li>– open-ended; it will allow students to develop more than one reasonable answer.</li> <li>– understandable and inspiring to students.</li> <li>– aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.</li> </ul> </li> </ul>
<b>Sustained Inquiry</b>	<ul style="list-style-type: none"> <li>▶ The “project” is more like an activity or “hands-on” task, rather than an extended process of inquiry.</li> <li>▶ There is no process for students to generate questions to guide inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked).</li> <li>▶ Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is sustained over time and academically rigorous (students pose questions, gather &amp; interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions).</li> <li>▶ Inquiry is driven by student-generated questions throughout the project.</li> </ul>

<b>Authenticity</b>	<ul style="list-style-type: none"> <li>▶ The project resembles traditional “schoolwork;” it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students’ personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project has some authentic features, but they may be limited or feel contrived.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students’ personal concerns, interests, or identities.</li> </ul>
<b>Student Voice &amp; Choice</b>	<ul style="list-style-type: none"> <li>▶ Students are not given opportunities to express voice and choice affecting the content or process 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 and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research).</li> <li>▶ Students work independently from the teacher to some extent, but they could do more on their own.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students have opportunities to express voice and choice on important matters (questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks).</li> <li>▶ Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>▶ Students and the teacher do not engage in reflection about what and how students learn or about the project’s design and management.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project’s design and management.</li> </ul>
<b>Critique &amp; Revision</b>	<ul style="list-style-type: none"> <li>▶ Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers.</li> <li>▶ Students do not know how or are not required to use feedback to revise and improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once.</li> <li>▶ Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.</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 products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom.</li> <li>▶ Students use feedback about their work to revise and improve it.</li> </ul>
<b>Public Product</b>	<ul style="list-style-type: none"> <li>▶ Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student work is made public only to classmates and the teacher.</li> <li>▶ Students present products, but are not asked to explain how they worked and what they learned.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student work is made public by presenting or offering it to people beyond the classroom.</li> <li>▶ Students are asked to publicly explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.</li> </ul>

# P R O J E C T   D E S I G N :   O V E R V I E W

<b>Name of Project:</b>	<b>Duration:</b>	
<b>Subject/Course:</b>	<b>Teacher(s):</b>	<b>Grade Level:</b>
<b>Other subject areas to be included, if any:</b>		

<b>Key Knowledge and Understanding</b> (CCSS or other standards)			
<b>Success Skills</b> (to be taught and assessed)	Critical Thinking/Problem Solving		Self-Management
	Collaboration		Other:
<b>Project Summary</b> (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)			
<b>Driving Question</b>			
<b>Entry Event</b>			
<b>Products</b>	Individual:	Specific content and success skills to be assessed:	
	Team:	Specific content and success skills to be assessed:	

# P R O J E C T   D E S I G N :   O V E R V I E W

**Making Products Public**  
(include how the products will be made public and who students will engage with during/at end of project)

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**Resources Needed**

	On-site people, facilities:
	Equipment:
	Materials:
	Community Resources:

**Reflection Methods**  
(how individual, team, and/or whole class will reflect during/at end of project)

	Journal/Learning Log	Focus Group	
	Whole-Class Discussion	Fishbowl Discussion	
	Survey	Other:	

**Notes:**

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# PROJECT DESIGN: STUDENT LEARNING GUIDE




**Project:**

**Driving Question:**

<b>Final Product(s)</b> Presentations, Performances, Products and/or Services	<b>Learning Outcomes/Targets</b> knowledge, understanding & success skills needed by students to successfully complete products	<b>Checkpoints/Formative Assessments</b> to check for learning and ensure students are on track	<b>Instructional Strategies for All Learners</b> provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
(individual <b>and</b> team)			

# Essential Project Design Elements Checklist

Whatever form a project takes, it must meet these criteria to be Gold Standard PBL.

Does the Project Meet These Criteria?			
<p><b>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS</b> The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.</p>			
<p><b>CHALLENGING PROBLEM OR QUESTION</b> The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.</p>			
<p><b>SUSTAINED INQUIRY</b> The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.</p>			
<p><b>AUTHENTICITY</b> The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.</p>			
<p><b>STUDENT VOICE &amp; CHOICE</b> The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.</p>			
<p><b>REFLECTION</b> The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.</p>			
<p><b>CRITIQUE &amp; REVISION</b> The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.</p>			
<p><b>PUBLIC PRODUCT</b> The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.</p>			

## *English Learner Scaffolds for PBL*

The chart below provides scaffolding strategies and recommendations to support English Learners during each phase of the project process. The recommendations here align with the planned scaffolding strategies from the *Theoretical Foundations and Research Base for California’s English Language Development Standards*, provided at the end of this document.

	<b>Scaffolding the Project Process</b> <i>How can you reduce linguistic or cultural barriers to project completion and success?</i>	<b>Scaffolding Content Learning</b> <i>How can you reduce linguistic or cultural barriers to content or skill mastery?</i>	<b>Scaffolding Language Development</b> <i>How can you support students’ acquisition of English language skills within the context of a project?</i>
<b>Launching the Project: Entry Event + Driving Question</b>	<ul style="list-style-type: none"> <li>● Have students develop and use a BIE Project Team Work Plan to structure and organize their project work.<sup>2,5</sup></li> <li>● Post due dates and tasks to be completed to a project wall (virtual or in the classroom).<sup>2</sup></li> <li>● Use the Question Formulation Technique to help students understand how to create effective questions.<sup>6</sup></li> <li>● Provide closed and open sentence frames to support question generation.<sup>8</sup></li> <li>● Brainstorm and sort the questions generated by students. Sort questions into categories that are easy for students to identify (e.g., Content Questions, Process Questions, Presentation Questions).<sup>8</sup></li> </ul>	<ul style="list-style-type: none"> <li>● Use a KWL chart<sup>7</sup>, question frames, and explicit modeling<sup>8</sup> for the need to know list to help capture what students already know about the topic and to support students in asking new questions.<sup>1,6</sup></li> <li>● During an entry event, use visual aids (e.g., photos, videos, physical objects) to help build context for learners at all levels of language proficiency.<sup>7</sup></li> <li>● If the entry event is an “experience” (e.g., field trip, hands-on activity), have students use graphic organizers to keep their thoughts organized, or to write key words that can serve as memory triggers. A scavenger hunt is an useful strategy for a field trip.<sup>7</sup></li> <li>● Use a camera, if possible, for students to capture experiences during the entry event or allow students to create visuals that they can later use to recall information and develop connections.<sup>7</sup></li> </ul>	<ul style="list-style-type: none"> <li>● Explicitly teach and define content-related vocabulary during the discussion of the entry event.<sup>2</sup></li> <li>● Create and maintain a vocabulary wall for academic language associated with the project.<sup>8</sup></li> <li>● Use entry events as an opportunity to introduce students to different types of texts, and to discuss the conventions and purposes of text types.<sup>4,8</sup></li> <li>● To provide more opportunities for low-stakes speaking and listening practice, have students discuss the entry event and need to knows in pairs or small groups before engaging in a whole-class discussion.<sup>5</sup></li> <li>● Avoid (or explicitly teach) colloquialisms and idioms in project-related resources (e.g., entry events, driving questions, rubrics).<sup>4</sup></li> </ul>
<b>Build Knowledge, Understanding,</b>	<ul style="list-style-type: none"> <li>● Post daily objectives, in student friendly language (“I Can...”) for content, skills, and language learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Deliver instruction in a variety of formats (e.g., hands-on learning experiences, small group lessons, direct</li> </ul>	<ul style="list-style-type: none"> <li>● Use observations and written tasks such as reflective journals to formatively assess student progress on language</li> </ul>

<p><b>and Skills to Answer Driving Question</b></p>	<p>Refer to these often. Note when objectives are differentiated for specific students.<sup>2</sup></p> <ul style="list-style-type: none"> <li>• Use a variety of grouping strategies (heterogeneous, language level, pairs, self-selected, etc.) strategically throughout the course of a project.<sup>5</sup></li> </ul>	<p>instruction, etc.)<sup>7</sup></p> <ul style="list-style-type: none"> <li>• Provide leveled texts for students during work time.<sup>4</sup></li> <li>• Structure workshops in a logical sequence, providing clear modeling and explanation as well as opportunities for guided practice.<sup>2</sup></li> <li>• Have students work in linguistically diverse pairs or small groups to engage in reciprocal teaching of project content.<sup>5</sup></li> <li>• Plan frequent opportunities for informal formative assessments (e.g., exit tickets, journals, whip-arounds, conferences), and adjust instruction based on these assessments.<sup>3</sup></li> </ul>	<p>development targets.<sup>3</sup></p> <ul style="list-style-type: none"> <li>• Have students develop personalized illustrated dictionaries to keep track of key vocabulary.<sup>8</sup></li> <li>• Provide varied opportunities for speaking and listening (e.g., inner-outer circles, think-pair-share, jigsaw, role-plays).<sup>5</sup></li> </ul>
<p><b>Develop and Critique Products and Answers to the Driving Question</b></p>	<ul style="list-style-type: none"> <li>• Model and practice the use of structured protocols for critiquing work.<sup>8</sup></li> <li>• Provide Thinking Maps to help students organize ideas and information.<sup>7</sup></li> <li>• Co-create rubrics for final products and success skills with students. Both teachers and students should use the rubrics for assessment and reflection, and the same rubrics should be used for formative and summative assessment.<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Use the Question Formulation Technique to guide students in developing new questions to refine their understanding of content.<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence frames to help students give and receive feedback.<sup>8</sup></li> <li>• When appropriate, provide students with exemplary writing samples and/or text frames to teach them about text and language conventions.<sup>8</sup></li> </ul>
<p><b>Present Products and Answers to Driving Question</b></p>	<ul style="list-style-type: none"> <li>• Have students work in groups to complete a BIE Presentation Plan<sup>7</sup></li> <li>• Provide multiple opportunities for students to practice their presentations and receive feedback.<sup>2, 3</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphic organizers to help students organize their learning when observing one another's presentations.<sup>7</sup></li> <li>• Encourage students to use visual aids and multimedia to enhance and clarify the content in their presentations.<sup>7</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Work with students to identify the tone, level of formality, and linguistic style that are most appropriate for the presentation audience and context. Provide models to help students understand the appropriate "register."<sup>8</sup></li> </ul>



	<ul style="list-style-type: none"> <li>Record students as they practice presentations. Allow them to review the video and compare their performance to the presentation rubric, reflecting on opportunities for improvements.<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>Have students use structured protocols to reflect on how this project built on their existing knowledge and skills.<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>Provide language models for different aspects of presentations (e.g., giving instructions, describing processes, comparing and contrasting ideas.)<sup>8</sup></li> <li>Provide question frames to support audience members in asking effective questions.<sup>6</sup></li> </ul>
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**Planned Scaffolding Strategies from California Department of Education. (2012). *Appendix C: Theoretical Foundations and Research Base for California's English Language Development Standards*. Retrieved from <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.**

<sup>1</sup>Taking into account what students already know, including primary language and culture, and relating it to what they are to learn.

<sup>2</sup>Selecting and sequencing tasks, such as modeling and explaining, and providing guided practice, in a logical order.

<sup>3</sup>Frequently checking for understanding during instruction, as well as gauging progress at appropriate intervals throughout the year.

<sup>4</sup>Choosing texts carefully for specific purposes (e.g., motivational, linguistic, content).

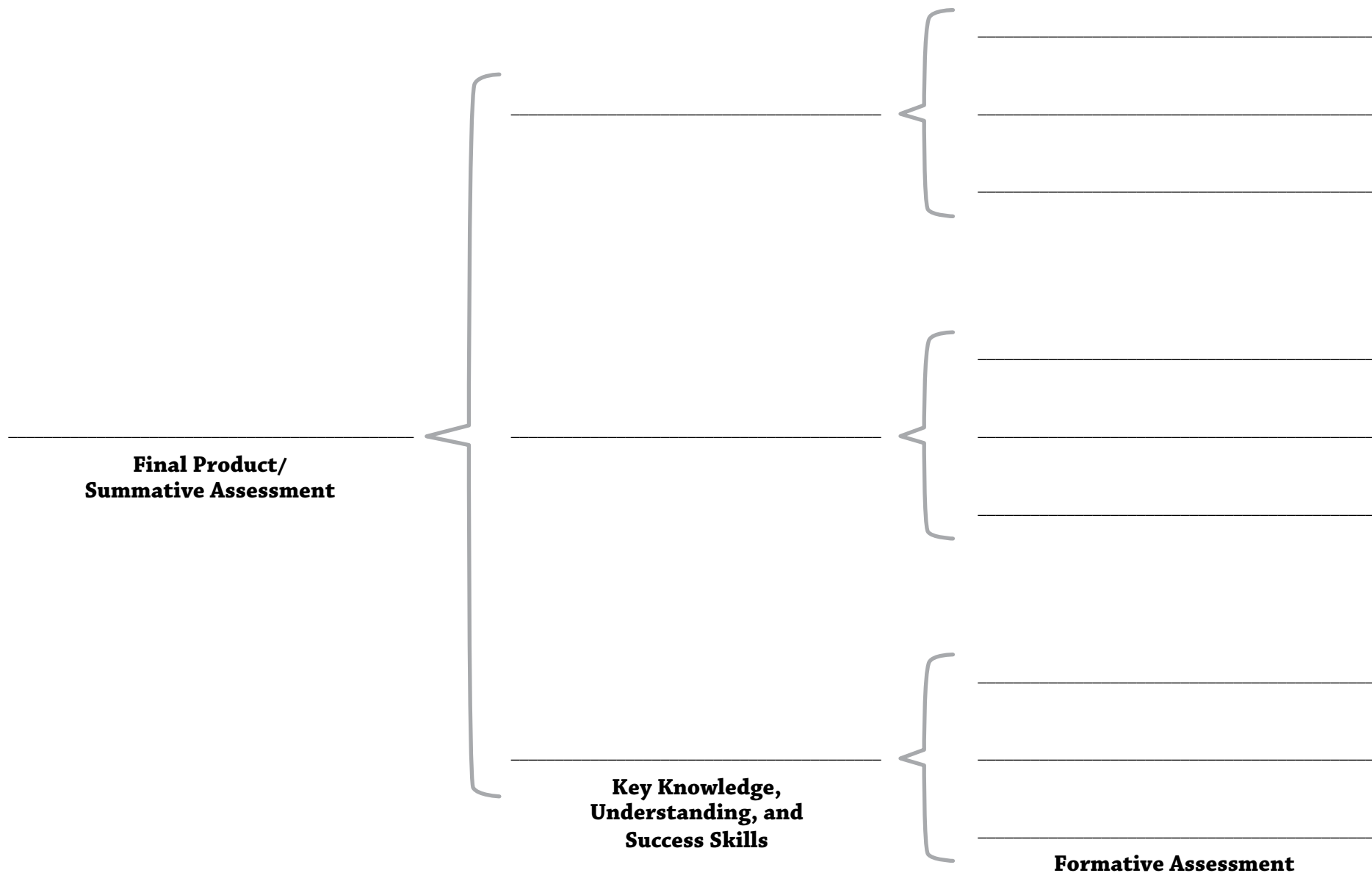
<sup>5</sup>Providing a variety of collaborative grouping processes.

<sup>6</sup>Constructing good questions that promote critical thinking and extended discourse.

<sup>7</sup>Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia to enhance access to content.

<sup>8</sup>Providing students with language models, such as sentence frames/starters, academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing).

# Project Assessment Map





**Driving Question TUBRIC 2.0™**

Framing  
Words

Person  
or  
Entity

Action  
or  
Challenge



Audience  
or  
Purpose



TUBRIC™ | [bie.org](http://bie.org)



1

[Wild Card]

How can...

How do...

Should...

Could...

What...

2

[Wild Card]

I  
We

We as,  
[Roles]  
[Occupations]

[Town]  
[City]  
[County]

[State]  
[Nation]

[Community]  
[Organization]

3

[Wild Card]

Build...  
Create...  
Make...

Design...  
Plan...

Solve...

Write...

Propose...  
Decide...

4

[Wild Card]

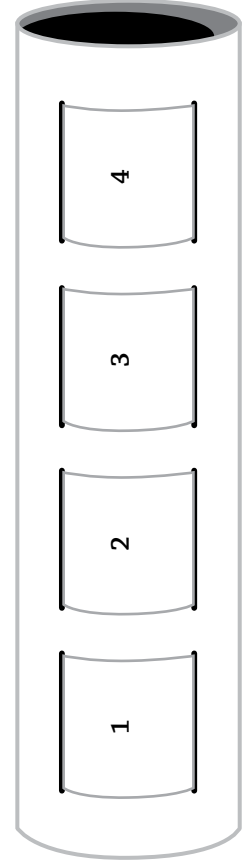
Real-World Problem

For a Public Audience

For a School

For a Classroom

For an Online Audience



Assembly required.  
Instructions not included.  
Application open-ended  
It's Project Based Learning.

# P R O J E C T T E A M C O N T R A C T

**Project Name:**

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**Team Members:**

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## Our Agreement

- We all promise to listen to each other's ideas with respect.
- We all promise to do our work as best as we can.
- We all promise to do our work on time.
- We all promise to ask for help if we need it.
- We all promise to \_\_\_\_\_

If someone on our team breaks one or more of our rules, the team may have a meeting and ask the person to follow our agreement. If the person still breaks the rules, we will ask our teacher to help find a solution.

Date: \_\_\_\_\_

Team Member Signatures:

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# Project Team Work Plan

Project Name:

Team Members:

Product:

Due:

What needs to be done?	Who will do this part?	By when?	✓ Done
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

# PROJECT MANAGEMENT LOG: TEAM TASKS

**Project Name:**

**Team Members:**

Task	Who Is Responsible	Due Date	Status	Done
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
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				<input type="checkbox"/>
				<input type="checkbox"/>



# P R O J E C T C A L E N D A R

**Project:**

**Time Frame:**

M O N D A Y

T U E S D A Y

W E D N E S D A Y

T H U R S D A Y

F R I D A Y

## P R O J E C T W E E K O N E

**Notes**

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## P R O J E C T W E E K T W O

**Notes**

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Project:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

**PROJECT WEEK THREE**

Notes

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**PROJECT WEEK FOUR**

Notes

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# *My Thoughts About the Project*

Think about what you did in this project, and how well the project went.  
Write your comments in the right column.

<b>Student Name:</b>	
<b>Project Name:</b>	
<b>Driving Question:</b>	
<b>About Yourself:</b>	
<b>What is the most important thing you learned in this project:</b>	
<b>What do you wish you had spent more time on or done differently:</b>	
<b>What part of the project did you do your best work on:</b>	
<b>About the Project:</b>	
<b>What was the most enjoyable part of this project:</b>	
<b>What was the least enjoyable part of this project:</b>	
<b>How could your teacher(s) change this project to make it better next time:</b>	



# *Presentation Plan*

What my presentation is about: \_\_\_\_\_

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Who is my audience? \_\_\_\_\_

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What do I want my audience to know, feel, or do? \_\_\_\_\_

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How will I begin my presentation? \_\_\_\_\_

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What will be in the middle part of my presentation? \_\_\_\_\_

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How will I end my presentation? \_\_\_\_\_

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What will I show or do to make my presentation interesting? \_\_\_\_\_

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## P R E S E N T A T I O N   D A Y   C H E C K L I S T

- Schedule of presentations set
  
- Guests/audience know when/where to attend
  
- Guest/audience materials duplicated
  
- Room arranged for presenters and audience
  
- Equipment/student materials in place
  
- Equipment tested (and tech support on stand-by)
  
- Teacher's materials in place
  
- Audience role explained
  
- Timekeeping device ready

# PROJECT PRESENTATION AUDIENCE FEEDBACK

**Student Team:**

**Project Name:**

**Date:**

Thank you for attending our project presentations and taking the time to write thoughtful answers to the following questions:

**1.** What did you learn from this presentation, or what did it make you think about?

**2.** What did you like about this presentation?



**3.** Do you have any questions about the topic or about how the project was done?

**4.** Any other comments about this presentation?

# SELF - REFLECTION ON PROJECT WORK

Think about what you did in this project, and how well the project went.

Write your comments in the right column.

<b>Student Name:</b>	
<b>Project Name:</b>	
<b>Driving Question:</b>	
<b>List the major steps of the project:</b>	
<b>About Yourself:</b>	
<b>What is the most important thing you learned in this project:</b>	
<b>What do you wish you had spent more time on or done differently:</b>	
<b>What part of the project did you do your best work on:</b>	
<b>About the Project:</b>	
<b>What was the most enjoyable part of this project:</b>	
<b>What was the least enjoyable part of this project:</b>	
<b>How could your teacher(s) change this project to make it better next time:</b>	