PROJECT BASED TEACHING RUBRIC

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
Design & Plan	• Project includes some Essential Project Design Elements, but not at the highest level of the Project Design Rubric. • Plans for scaffolding and assessing student learning lack some detail; project calendar needs more detail, or is not followed. • Some resources for the project have not been anticipated or arranged in advance.	• Project includes all Essential Project Design Elements, but some are not at the highest level of the Project Design Rubric. • 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.	• Project includes all Essential Project Design Elements as described on the Project Design Rubric. • Plans are detailed and 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	• Criteria for products are given but are not specifically derived from standards. • Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not refer to or support student achievement of specific standards.	• 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.	• Criteria for products are clearly and specifically derived from standards and allows demonstration of mastery. • Scaffolding of student learning, critique and revision protocols, assessments and rubrics consistently refer to and support student achievement of specific standards.
Build the Culture	• 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 opportunities for student voice and choice are infrequent or are only related to minor matters. • Students occasionally work independently, but often look to the teacher for guidance. • Student teams are often unproductive or require frequent intervention by the teacher.	• Norms to guide the classroom are co-crafted with students, and students are beginning to internalize these norms. • 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 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.	• Norms to guide the classroom are co-crafted with and self-monitored by students. • Student voice and choice is regularly leveraged and ongoing, including identification of real-world issues and problems students want to address in projects. • Students usually know what they need to do with minimal direction from the teacher. • Students work collaboratively in healthy, high-functioning teams, much like an authentic work environment; the teacher rarely needs to be involved in managing teams.

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Build the Culture *continued*	• 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. • Value is placed on "getting it done" and time is not allowed for revision of work; "coverage" is emphasized over quality and depth.	• 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.	• Students understand there is no single "right answer" or preferred way to do the project, and that it is OK to take risks, 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	• 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; time is not used productively. • Schedules, checkpoints, and deadlines are set, but they are loosely followed or unrealistic; bottlenecks impede workflow. • 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 or process.	• The classroom features individual and team work time, whole group and small group instruction, but these structures are not well-balanced throughout the project. • Classroom routines and norms are established for project work time, but are not consistently followed; productivity is variable. • Realistic schedules, checkpoints, and deadlines are set, but more flexibility is needed; bottlenecks sometimes occur. • 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.	• The classroom features an appropriate mixture of individual and team work time, whole group and small group instruction. • Classroom routines and norms are consistently followed during project work time to maximize productivity. • Project management tools (group calendar, contract, learning log, etc.) are used to support student self-management and independence. • Realistic schedules, checkpoints, and deadlines are set but flexible; no bottlenecks impede workflow. • Well-balanced teams are formed according to the nature of the project and student needs, with appropriate student voice and choice.
Scaffold Student Learning	• Students receive some instructional supports to access both content and resources, but many individual needs are not met.	• Most students receive instructional supports to access both content and resources, but some individual needs are not met.	• Each student receives necessary instructional supports to access content, skills, and resources; these supports are removed when no longer needed.

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Scaffold Student Learning *continued*	• Teacher may "front-load" content knowledge before the project launch, instead of waiting for "need to know" points during the project. • Students gain key success skills as a side effect of the project, but they are not taught intentionally. • Students are asked to do research or gather data, but without adequate guidance; deeper questions are not generated based on information gathered.	• Scaffolding is guided to some extent by students' questions and "need to knows" but some of it may still be "front-loaded." • Key success skills are taught, but students need more 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.	• Scaffolding is guided as much as possible by students' questions and needs; teacher does not "front-load" too much information at the start of the project, but waits until it is needed or requested by students. • 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	• 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.	• 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 the teacher to guide both formative and summative assessment.	• 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 throughout the project to guide both formative and summative assessment.

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Engage & Coach	• The teacher has some knowledge of students' strengths, interests, backgrounds, and lives, but it does not significantly affect instructional decision-making. • 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. • There is limited relationship-building in the classroom, resulting in student needs that are not identified or addressed. • Students and the teacher informally reflect on what and how students are learning (content and process); reflection occurs mainly at the end of the project.	• The teacher has general knowledge of students' strengths, interests, backgrounds, and lives and considers it when teaching the project. • 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. • Students and the teacher occasionally reflect on what and how students are learning (content and process).	• The teacher's knowledge of individual student strengths, interests, backgrounds, and lives is used to engage them in the project and inform instructional decision-making. • Students and the teacher use standards to co-define goals and benchmarks for the project (e.g., by co-constructing a rubric) in developmentally appropriate ways. • 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, shared, and reinforced by teachers and students. • Individual student needs are identified through close relationships built with the teacher; needs are met not only by the teacher but by students themselves or other students, acting independently. • Students and the teacher reflect regularly and formally throughout the project on what and how students are learning (content and process); they specifically note and celebrate gains and accomplishments.