# INDIVIDUAL

## Project Design Rubric

Part I. The Six A's of Designing Projects

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| **Name of Project** | |
| **Author(s)** | |
| **Reviewers** | |

Adapted from *Adria Steinberg, Real Learning, Real Work (1997)*

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| **Authenticity** | ▪ Does the project emanate from a problem that has meaning to the student?<br>▪ Is it a problem or question that might actually be tackled by an adult at work or in the community?<br>▪ Do students create or produce something that has personal and/or social value, beyond the school setting? | ▪ Strengths<br>• Considerations |
| **Academic Rigor** | ▪ Does the project lead students to acquire and apply knowledge central to one or more discipline or content areas?<br>▪ Does this knowledge acquired directly target identified learning goal(s) aligned with the grade level content standards and objectives?<br>▪ Does the project challenge students to use methods of inquiry central to one or more disciplines (e.g., to think like a scientist)?<br>▪ Do students develop higher order thinking skills and habits of mind? (e.g., searching for evidence, taking different perspectives)? | ▪ Strengths<br>• Considerations |
| **Applied Learning** | ▪ Does the learning take place in the context of a semi-structured problem, grounded in life and work in the world beyond school?<br>▪ Does the project lead students to acquire and use competencies expected in high performance work organizations (e.g., teamwork, appropriate use of technology, problem solving and communication)?<br>▪ Does the work require students to develop organizational and self-management skills? | ▪ Strengths<br>• Considerations |
| **Active Exploration** | ▪ Do students spend significant amounts of time doing field-based work?<br>▪ Does the project require students to engage in real investigations, using a variety of methods, media, and sources?<br>▪ Are students expected to communicate what they are learning through presentation and/or performance? | ▪ Strengths<br>• Considerations |

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| **Adult Relationships** | ▪ Do students meet and observe adults with relevant expertise and experience?<br>▪ Do students have an opportunity to work closely with at least one adult?<br>▪ Do adults collaborate on the design and assessment of student work? | ▪ Strengths<br>• Considerations |
| **Assessment** | ▪ Do students reflect regularly on their learning using clear project criteria that they have helped to set?<br>▪ Do adults from outside the classroom help students develop a sense of real world standards for this type of work?<br>▪ Will there be opportunities for regular assessment of student work through a range of methods?<br>▪ Does the culminating performance assessment or product address all cited learning targets within identified objectives?<br>▪ Are rubrics for assessing various products within the project included in the assessment plan?<br>▪ Are rubrics for assessment of the learning skills and technology tools objectives, or 21st century skills, included within the assessment plan? | ▪ Strengths<br>• Considerations |

Part Two. Adherence to Backward Design, the Office of Instruction PBL Template and Guidelines for **Teach 21** Publication.

| | | YES | NO |
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| **Backward Design** | • Do the *Know/Do* objectives align with the identified learning goals for the PBL?<br>• Have the identified learning targets been identified within the cited objectives?<br>• Do the *Assessments* align with the identified learning goals and targets within the objectives?<br>• Are the learning activities designed to foster student development of the skills, knowledge and understandings related to the learning goal?<br>• Does the design provide Differentiated Instruction or scaffolding that will allow all students to meet the learning goals? | • Strengths | • Considerations |
| **Office of Instruction Template** | • Are all sections of the template complete and adequately explained?<br>• Is a project timeline/map included?<br>• Are all rubrics included?<br>• Does the section titled "Manage the Process" provide guidance in Differentiated Instruction and scaffolding?<br>• Have website resources been evaluated for quality, validity and duration? (Less is often more)<br>• Are all cited resources available to all teachers? If the resource is available at no cost, has the author provided information explaining how to access this resource?<br>• When a type of assessment is checked in the section titled "Assessment and Reflection," the rubric and/or accompanying Classroom Assessment for Learning should be provided. | • Strengths | • Considerations |
| **Guidelines for Teach 21 Publication** | • Are all documents to be posted to Teach 21 in Arial 10 font?<br>• Has the document been proofread to ensure<br>  ○ Complete sentences<br>  ○ Conventional spelling<br>  ○ Punctuation<br>  ○ Appropriate use of words<br>• Does the PBL submission adhere to all copyright laws?<br>• Are all sections of the template complete and would the information provided be easily understood by a novice teacher?<br>• Does the completed PBL design template contain bullets or unusual formatting that will affect uploading the document to the Teach 21 site? | • Strengths | • Considerations |