

PROJECT DESIGN RUBRIC

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>
Key Knowledge, Understanding, & Success Skills	• Student learning goals are not clear and specific; the project is not focused on standards. • The project does not explicitly target, assess, or scaffold the development of success skills.	• The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. • Success skills are targeted, but there may be too many to be adequately taught and assessed.	• The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. • Important success skills are explicitly targeted to be taught and assessed, such as critical thinking/problem solving, collaboration, and self management.
Challenging Problem or Question	• 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 assessed to justify a project. • The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: • it has a single or simple answer. • it is not engaging to students (it sounds too complex or "academic" like it came from a textbook or appeals only to a teacher).	• The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. • The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). • The driving question meets some of the criteria (so the includes features outlined for an effective driving question, but lacks others).	• The project is focused on a central problem or question, at the appropriate level of challenge. • The central problem or question is framed by a driving question for the project, which is: • open-ended; it will allow students to develop more than one reasonable answer. • understandable and inspiring to students. • aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry	• The "project" is more like an activity or "hands-on" task, rather than an extended process of inquiry. • There is no process for students to generate questions to guide inquiry.	• 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). • 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.	• Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). • Inquiry is driven by student-generated questions throughout the project.