	CSI, GD Rubric, Coding	Jacobson Rubric Coding	Developing PBL Teacher	Proficient PBL Teacher	EVIDENCE / DONE
Design & Plan	P1, P3	2b, 3c	Project includes all Essential Project Design Elements, but some are not at the highest level of the Project Design Rubric. Project Design Elements include: 1) Key knowledge, understanding & success skills, 2) Challenging problem or question, 3) Sustained inquiry, 4) Authenticity, 5) Student voice and choice, 6) Reflection, 7) Critique & revision, 8) Public product	Project includes all Essential Project Design Elements as described on the Project Design Rubric. Project Design Elements include: 1) Key knowledge, understanding & success skills, 2) Challenging problem or question, 3) Sustained inquiry, 4) Authenticity, 5) Student voice and choice, 6) Reflection, 7) Critique & revision, 8) Public product	
	CD3, CP5, CP6	2b, 2.2, 2.3	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.	Plans are detailed and include scaffolding and assessing student learning, and a project calendar which remains flexible to meet student needs.	
	CD3, CP5	2b, 3.4	Teacher is unclear on what strategies that will be used to increase the cognitive load for students, students are only able to apply their understanding at a surface level	Teachers use strategies that increase the cognitive load for all students, students are able to apply learning and transfer learning	
	CD3, CP5	2b	Most resources for the project have been anticipated and arranged in advance.	Resources for the project have been anticipated to the fullest extent possible and arranged well in advance.	
	CP5, CP6, SD1, SD2	4	Student work is presented at a public exhibition of learning, students demonstrate a solid understanding of the material and a high depth of knowledge.	Student work is presented at a public exhibition of learning, students demonstrate a solid understanding of the material and a high depth of knowledge. In addition, teachers create additional opportunities to present to continually diverse audiences.	
Align to Standards	P5, P6	2c, 3c	Criteria for some products are not specified clearly enough to provide evidence that students have met all applied standards.	Criteria for products are clearly and specifically derived from standards and allow demonstration of mastery.	
	P5, P6	2	Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not always refer to or support student achievement of specific standards.	Scaffolding of student learning, critique and revision protocols, assessments and rubrics consistently refer to and support student achievement of specific standards.	
	CE3, CE7, SD2	2b, 2.2	Rubrics to guide the classroom are co-crafted with students, and students are beginning to internalize these norms.	Rubrics to guide the classroom are co-crafted with and refined by students.	
	CE4, SD2, SD4	2b, 3c	Student voice and choice is encouraged through intentionally designed opportunities, e.g., when choosing topics, finding resources, using critique protocols, or creating products.	Student voice and choice is regularly encouraged and ongoing, including identification of real-world issues and problems students want to address in projects.	