

Project Design Single Point Rubric

| I wonders... (Evidence of areas that may need growth) | | IDEALS FOR THIS PROJECT | | I likes... (Evidence of meeting or exceeding ideals) | |
|--|---|--|---|--|--|
| | | Design and Planning: Includes quality PBL design elements to help the teacher pull, rather than push, learning authentically through the project. | | | |
| | | Scaffolding and Assessment: The project teacher connects teaching to student needs, assessing learning early and often to empower student craftsmanship. | | | |
| | | Implementation and Management: Project implementation is designed to hook and help students move toward autonomously managing the process. | | | |
| LEVERS OF QUALITY | | | | | |
| Rich Inquiry: Project provides multiple opportunities and need for high-level questioning by students and teacher. | Authenticity: Project challenges students to create products for real-world purposes and audiences. | Autonomy: Project provides opportunities for student voice and choice in the process and product. | Meaningful Assessment: Project guides teaching and learning using purposeful formative and summative assessments. | Craftsmanship: Project provides opportunities and reason for students to create craftsman-like products. | |
| Aligned Thinking and Learning: Project is intentionally designed to solicit thinking around desired content, standards, and/or skills students need to know, learn, and understand. | | | | | |