

Project Based Learning and Service-Learning Rubric

	Just Getting Started	A Work in Progress	High Quality Implementation
<p>Investigation “Exploring Possibilities”</p> <p>Entry Event - sets the stage and inspires student engagement in the project. It also helps students identify potential topics and become emotionally engaged.</p>	<p>-Teacher does not yet utilized an effective entry event or the entry event does not inspire and engage students in the project</p> <p>-No effective driving questions are included</p> <p>-Teacher has no strategies to help students engage in initial inquiry; if this is a service-learning project, this inquiry does not includes initial investigation of community/global needs and/or issues</p> <p>-No evidence is present that students are empowered and demonstrating initiative/leadership.</p>	<p>-Teacher has one entry event that inspires and engages students in the project</p> <p>-Teacher employs one or more driving question(s), but they do not clearly guide the project work</p> <p>-Teacher has minimal strategies to help students engage in initial inquiry; if this is a service-learning project, this inquiry minimally includes initial investigation of the community/global needs and/or issues</p> <p>-Minimal evidence is present that students are empowered and demonstrating initiative/leadership to create expertise because their project is important to them.</p>	<p>-Teacher creates several strong entry events that inspires and engages students in the project</p> <p>-Teacher develops one or more driving question(s) to clearly guide the project work, i.e. inquiry question and action question are both addressed; i.e. the driving questions motivate students to get them to become experts and have impact upon the topic</p> <p>-Teacher develops strategies to help students engage in initial inquiry; if this is a service-learning project, this inquiry includes initial investigation of the community/global needs and/or issues</p> <p>-Evidence is present that students are becoming empowered and demonstrating initiative/leadership because their project is important to them.</p>
<p>POSSIBLE EVIDENCE</p>			<ul style="list-style-type: none"> ● Project Planning Form ● Lesson Plans ● Formal and Informal Walkthroughs ● Videos ● Student Work ● Monthly Reflections

<p>Preparation/ Planning “Becoming Experts”</p> <p>This work includes further research, necessary knowledge and skill development, project schedule/logistics, and scaffolding (facilitated by the teacher as needed).</p>	<p>-Teacher does not anticipate resources for the project and does not arrange in advance</p> <p>-For service-learning projects, teacher utilizes no community partners to facilitate the creation of products that will have authentic value</p> <p>-Teacher does not ensure learning opportunities to build a basic understanding and does not relate the project to content standards</p> <p>-Criteria for products are not derived from standards and do not clearly connect to an authentic need</p> <p>-Teacher alone attends to logistical details of the project</p>	<p>-Resources for the project have been anticipated, but not to the fullest extent possible and not arranged well in advance.</p> <p>-For service-learning projects, teacher utilizes some community partners to facilitate the creation of products, but the product does not have authentic value.</p> <p>-Teacher ensures that student driven research and other learning opportunities build a basic understanding that relates to content standards</p> <p>-Criteria for products are minimally derived from standards and minimally connect to an authentic need</p> <p>-Teacher attends to logistical details related to the project with classroom engagement of the students</p>	<p>-Teacher anticipates resources for the project to the fullest extent possible and arranges project well in advance</p> <p>-For service-learning projects, teacher utilizes strong and valid community partnerships to facilitate the creation of usable, authentic products</p> <p>-Teacher ensures that student driven research and other learning opportunities build a deeper understanding and mastery related to content standards</p> <p>-Criteria for products are clearly and specifically derived from standards and connect to an authentic need.</p> <p>-Teacher and students together attend to logistical details related to the project</p>
<p>POSSIBLE EVIDENCE</p>			<ul style="list-style-type: none"> ● Project Planning Form ● Evidence of Community Partnerships ● Lesson Plans ● Pacing Guides ● Formal and Informal Walkthroughs ● Videos ● Student Work ● Monthly Reflections ● Student Reflections

<p>Action/ Implementation “Becoming Changemakers”</p> <p>This work is authentic and produces product(s)/service(s).</p> <p>It identifies “important stuff” that students will create and/or accomplish for authentic audience(s)/client(s) and identifies who else will be part of/become aware of/benefit from the students’ efforts.</p>	<p>-Student work does not intentionally/clearly mirror the responsibilities and functions of professionals in the real world</p> <p>-Student work does not clearly result in products and/or services that relate to a need. Student work does not have impact on the identified issue/need.</p> <p>-During the action/implementation process, the teacher does not clearly value student voice and choice.</p>	<p>-Some student work mirrors the responsibilities and functions of professionals in the real world, i.e. writers, scientist, researchers, videographers, etc.</p> <p>-Student work results in products and/or services that relate to a need and may have an impact on the identified issue/need</p> <p>-Periodically in the action/implementation process the teacher values student voice and choice</p>	<p>-Student work mirrors the responsibilities and functions of professionals in the real world, i.e. writers, scientist, researchers, videographers, etc.</p> <p>-Student work results in authentic products and/or services that serve a need and will have an impact on the identified issue/need.</p> <p>-Throughout the action/implementation process the teacher values student voice and choice, and student empowerment is a priority to create young people that are becoming changemakers.</p>
<p>POSSIBLE EVIDENCE</p>			<ul style="list-style-type: none"> ● Project Planning Form ● Lesson Plans ● Pacing Guides ● Formal and Informal Walkthroughs ● Videos ● Student Work ● Student Reflections ● Monthly Reflections

<p>Reflection (ongoing) “Attaching Meaning”</p> <p>This work extends the learning by helping students attach individual and collective meaning to their experiences.</p>	<p>-Reflection rarely happens during the project.</p> <p>-Teacher provides occasional reflection questions and prompts, with little attention to varied forms of student expression</p> <p>-Teacher does not employ multiple intelligences in methods of reflection and does not allow students to choose their form of expression, i.e. journal, portfolios, artwork, photography, drama</p>	<p>-Reflection happens predominantly at the end of the project.</p> <p>-Teacher provides periodic reflection questions and prompts and adds some reflection strategies to diversify student expression</p> <p>-Teacher sometimes employs multiple intelligences in methods of reflection and sometimes allows students to choose their form of expression, i.e. journal, portfolios, artwork, photography, drama</p>	<p>-Student reflection is ongoing throughout the project and ongoing to create connections from one part of the project to another.</p> <p>-Teacher strategically provides ongoing reflection questions and prompts and adds reflection strategies which actively encourage varied student expression</p> <p>-Multiple intelligences are employed in methods of reflection and allow students to choose the form of expression, i.e. journal, portfolios, artwork, photography, drama.</p>
<p>POSSIBLE EVIDENCE</p>			<ul style="list-style-type: none"> ● Project Planning Form ● Lesson Plans ● Pacing Guides ● Formal and Informal Walkthroughs ● Videos ● Student Work ● Monthly Reflections ● Student Reflections

<p>Demonstration and Celebration “Making Learning Visible”</p> <p>This work makes learning visible, reinforces relationships, and “captures the magic of the project” by documenting the process, its outcomes, and related next steps.</p>	<p>-Celebration of PBL/service-learning experience does not occur</p> <p>-Teacher alone determines presentation style and audience</p> <p>-Demonstration/celebration highlights only one or none of the following: project journey/process, new knowledge gained and created by students, and project impact</p> <p>-Student work does not reflect the lessons learned from the project</p>	<p>-Celebration of PBL/service-learning experience occurs, but not through a public forum or other method of communication, or it is shared only with people who cannot directly benefit from the information being shared</p> <p>-Teacher(s) involves students and/or community partners in a limited way to determine presentation style and audience collectively</p> <p>-Demonstration/celebration highlights the only two of the following: project journey/process, new knowledge gained and created by students, and project impact</p> <p>-Student work reflects the lessons from the project</p>	<p>-Celebration and acknowledgement of PBL/service-learning experiences occurs through a public forum or other method of communication to people who can benefit from the information being shared</p> <p>-Students, teacher(s) and community partners (if applicable) determine presentation style and audience collectively</p> <p>-Demonstration/celebration highlights the project journey/process, new knowledge gained and created by students, and project impact</p> <p>-Student work reflects both lessons learned and student growth resulting from the project</p>
<p>POSSIBLE EVIDENCE</p>			<ul style="list-style-type: none"> ● Project Planning Form ● Evidence of Community Partnership ● Lesson Plans ● Pacing Guides ● Formal and Informal Walkthroughs ● Videos ● Student Work ● Student Reflections ● Monthly Reflections

<p>Project Design, Facilitation, and Management</p> <p>This work is the foundation of the project. The success or service and project based learning is often dependent on the quality of planning/designing.</p>	<p>-Project plans do not clearly specify scaffolding, assessment and calendar management.</p> <p>-Plan provides limited alignment between the project and the curriculum standards.</p> <p>-Project objectives do not clearly guide the assessment strategies.</p> <p>-No 21st century skills are built into project design.</p> <p>-Teacher does not use strategies to lead individual students to find their strengths, gifts, passions and interests, and gain a greater appreciation of other students' talent</p> <p>-Teacher serves as the instructor of the project.</p>	<p>-Project plans provide some details regarding scaffolding, assessment strategies, student learning and calendar management which remains flexible to meet student needs.</p> <p>-Plan provides moderate alignment between the project and the curriculum standards.</p> <p>-There is some connection between the objectives and the assessment plan.</p> <p>-One or two 21st century skills are built into project design.</p> <p>-Teacher uses some strategies to lead the individual students to find their strengths, gifts, passions and interests and gain a greater appreciation other students' talent</p> <p>-Teacher serves as the instructor of the project, but gives students some autonomy and leadership opportunities</p>	<p>-Detailed and accurate project plans include effective and clear strategies for scaffolding, assessment and calendar management which remains flexible to meet student needs.</p> <p>-Plan provides clear alignment between the project and the curriculum standards.</p> <p>-Clear objectives guide the assessment plan, both qualitative and quantitative.</p> <p>-Several 21st century skills are built into project design.</p> <p>-Teacher uses several strategies to lead individual student to find their strengths, gifts, passions and interests and gain a greater appreciation other students' talents</p> <p>-Teacher serves as the facilitator of the project</p>
<p>POSSIBLE EVIDENCE</p>			<ul style="list-style-type: none"> ● Project Calendar ● Formative and Summative Assessments ● Project Planning Form ● Pacing Guide ● Formal and Informal Walkthroughs ● Videos ● Student Work ● Monthly Reflections