**DEVELOPING A PROJECT-BASED LEARNING LESSON OR UNIT**

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|  | ***NOT YET*** | ***ALMOST THERE*** | ***GOT IT*** |
| **ORGANIZATION**1. Hook
2. Engagement
3. Reflection
4. Self-Assessment
5. Dimensionality
 | 1. Hook is not present or ineffective
2. Learners don’t get it
3. No plan for student reflection
4. No plan for self-assessment
5. No opportunity to move from passive to active learning
 | 1. Hook is somewhat effective
2. Learners get it
3. Good plan for student reflection
4. Good plan for self-assessment
5. Good plan for moving from passive to active learning
 | 1. Hook is exceptional in capturing student involvement
2. Learners really get it
3. **Exceptional plan for student reflection**
4. **Exceptional plan for self assessment**
5. Exciting plan for moving from passive to active learning
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| **CONSTRUCTIVIST****OBJECTIVES**1. Satisfying (intrinsically motivating)
2. Variable (multiple intelligences)
3. Multiple effects (outcomes can lead to varied study)
 | 1. Only 1 - 2 characteristics result in an non-motivating lesson
2. Only one or two intelligences --Limited variability
3. Limited effects
4. Little or no continuity,integration
5. Little or no breadth and depth of content exploration/construction
 | 1. 3 - 6 characteristics result in a motivating lesson
2. Three to four intelligences --some variability
3. Variable effects are visible
4. Good continuity,integration
5. Good breadth and depth of content exploration/construction
 | 1. 7 - 12 characteristics result in a highly motivating lesson
2. 5 -8 intelligences --exceptional variability
3. Widely -varied effects
4. Excellent continuity,integration; effective breadth and depth of content exploration/construction
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| **COOPERATION**1. Plan for Assigning Teams
2. Plan for Defining Group Roles
3. Plan for Assessing Group Performance
 | 1. If there is a plan for assigning teams and defining roles it is confusing or inappropriate
2. No plan for assessing group performance
 | 1. Good plan for assigning teams
2. Good plan for defining group roles
3. Good plan for assessing group performance
 | 1. Excellent plan for assigning teams
2. Excellent. Well-devised plan for defining group roles
3. Well conceived plan for assessing group performance
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| **EVALUATION**1. Assessment of learning objectives
2. Assessment of learning dispositions, social skills, intelligent behaviors
3. Assessment of lesson effectiveness
 | 1. Assessment plan is ineffective
2. No plan for assessing dispositions, social skills or intelligent behaviors
3. No plan for assessing lesson effectiveness
 | 1. Assessment of learning objectives is effective
2. Assessment of social skills, learning dispositions, intelligent behaviorsis effective
3. Good assessment plan of lesson effectiveness
 | 1. Assessment of learning objectives is exceptional
2. Assessment of social skills, learning dispositions, intelligent behaviorsis very well designed
3. Assessment plan of lesson is highly effective
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