**Developing an NGSS-Aligned Project-Based Learning Lesson or Unit**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***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 |
| **CONSTRUCTIVIST**  **OBJECTIVES**   1. Satisfying (intrinsically motivating) 2. DCI’s 3. Multiple effects (outcomes can lead to varied study) | 1. Only 1 - 2 characteristics result in an unmotivating 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 |
| **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 |
| **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 |
|  |  |  |  |