**Project Based Learning Feedback Rubric**

**Project Title:** Click here to enter text. **Author Name(s):**Click here to enter text.

**Reviewed by:** Click here to enter text.

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| **Project Design Elements** | **Lacks Features of Effective PBL - 1** | **Needs Further Development - 2** | **Includes Features of Effective PBL - 3** |
| **Key Knowledge, Understanding & Success Skills****JAG Competencies** | [ ]  Student learning goals/competencies are not clear and specific[ ]  The project doesn’t focus on the listed competencies[ ]  Students lack knowledge of expected learning outcomes | [ ]  The project targets too few, too many, or unconnected goals/competencies[ ]  Students are not fully aware of their learning outcomes | [ ]  The project is focused on teaching specific and important competencies and skills in connection with JAG[ ]  Students are aware of their learning outcomes  |
| **Driving Question or Problem** | [ ]  Driving question/problem is incomplete or missing[ ]  The driving question/problem is too easily solved, unfocused, not engaging to students, or too complex/academic | [ ]  The driving question relates to the project but does not capture the central problem/question [ ]  The driving question is not clearly a part of the project design or implementation[ ]  The driving question may not meet all of the criteria to be effective/challenging | [ ]  The project is centered on an appropriate central driving question/problem[ ]  The driving question/problem is open-ended, understandable, inspiring, and aligned with JAG competencies.  |
| **Scaffolding/****Sustained Inquiry** | [ ]  The project is more like a hands-on task rather than an extended process of sustained inquiry[ ]  Concepts have no clear order of how and when they are introduced[ ]  Project schedule/ Student Learning Guide is incomplete or missing | [ ]  Some elements of scaffolding are in place[ ]  Project schedule is too long or too short for the subject matter[ ]  Inquiry is limited, opportunity for deeper questions is limited, or information gathering is the main task | [ ]  Sustained inquiry opportunities are available to students[ ]  Design of project allows for scaffolding learning to occur, concepts are built upon throughout the project[ ]  Project schedule and placement in the school year calendar is appropriate  |
| **Project Aids/****Attachments** | [ ]  Does not incorporate learning aids[ ]  Learning aids are not attached to project | [ ]  Learning aids are incorporated but lack clear connection to overall project | [ ]  Project incorporates many types of aids to supplement learning. They are attached and easily accessible. |
| **Employer Engagement** | [ ]  No outside resources are utilized in connection with this project | [ ]  Limited outside resources are utilized or they do not directly connect with the project | [ ]  An appropriate amount of outside resources, employers, or community partners were incorporated that enhanced the project.  |
| **Student Voice & Choice** | [ ]  Students are not given opportunities to express ideas affecting the process or content of the project[ ]  Students are expected to work too much on their own without teacher guidance | [ ]  Students are given limited opportunity to express ideas regarding the content, often in less important matters (deciding how to divide teams, which web sites to use, etc.)[ ]  Students work somewhat independently from the teacher, but could do more on their own.  | [ ]  Students have opportunities to express voice and choice on important matters (driving question, use of time, team members, product created, etc.)[ ]  Students have significant responsibility to work independently with appropriate teacher guidance |
| **Reflection/****Critique/****Revision** | [ ]  Students are not allowed an opportunity to intentionally reflect on the project[ ]  Students only get limited or irregular feedback about their work-in-progress and products, and from teacher only, not peers[ ]  Students do not know how or are not required to use feedback to improve work | [ ]  Students/teachers engage in some reflection during the project and after completion[ ]  Students receive feedback about their work but are not required/allowed to revise their work accordingly. | [ ]  Students are provided with regular, structured opportunities to give and receive feedback throughout the entire project[ ]  Students use feedback to revise and improve their work |

I liked…Click here to enter text.

I wonder…Click here to enter text.

Comments from project author…Click here to enter text.