**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.