**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 |
| **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 |
| **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 |
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