

# Project Based Learning (PBL)



## Table of Contents

FAQ's .....	3
What PBL does for your kids .....	5
National Curriculum Reports .....	6
Project Developmental Levels .....	8
Written Project Requirements.....	10
Culminating Project Ideas.....	12
Asking Questions.....	14
Driving Questions .....	15
Driving Question Help Chart.....	17
Process Skills and Expectations .....	18
Project Proposal .....	20
Sample Assessment Rubrics	
Kindergarten .....	22
1st/2nd Grade Rubric.....	24
3rd/4th Grade Rubric .....	26
5th/6th Grade Rubric.....	28
Middle School Rubric.....	32

# FAQ's

## What is project based learning?

*Project based learning is NOT your old fashioned school project that is typically done by parents who want their child's project to be the best. **Project based learning IS an opportunity for your child to learn responsibility, inquiry, research, presentation, self-monitoring and USE their academic skills to accomplish a goal in learning.***

## Why do project based learning?

*Project based learning shifts students away from classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term (quarterly), interdisciplinary, student centered, and integrated with real world issues and practices.*

## How does project based learning work?

*During project based learning, students are working individually or in groups to answer a 'driving question'. They utilize research, communication, and academic skills to create a way to answer the question and present what they learned to an audience (classmates, parents, or community).*

## What does the classroom look like during project based learning?

*During project based learning, students are working in many areas of the school. They may be researching in books or on the internet, they may be planning an interview with an expert, they may be making telephone calls, taking notes, collaborating with another student, making a visual aid, constructing something, or writing a report. Students are not sitting at desks focused on their teacher teaching, they are teaching and learning independently using academic and process skills.*








## FAQ's Continued

### How will I know my child is learning what they should learn?

*While working on projects, students are actually using the academic skills taught to them during the traditional part of school. The best assessment of proficiency in a skill is the ability to use it and apply it to something meaningful. Each classroom also has project performance rubrics to help the student and parents see levels of achievement.*

### What is my role as a parent?

*The most important thing to remember is that this is your CHILD'S project, not yours! Your role includes:*

-  *being a resource for information*
-  *helping your child find other resources (library, experts, etc)*
-  *providing time, space, and materials for project work they may want to do at home*
-  *holding your child accountable for time-lines, due dates, etc.*
-  *asking questions to help your child find meaningful projects*
-  *using 'teachable moments' to direct your child to ideas*
-  *remembering that the process is as important as the product and that your child will learn as much or more from **working on** the project as what they learn about the project*



# **Project Based Learning**

## **What it does for your kids!**

1. Allows for kids to learn in all styles
2. 'REAL' world learning
3. Gives students choices in learning (high interest)
4. Encourages use of higher order thinking skills: questioning, seeking resources, creative problem solving, goal setting, organization, and time management
5. Utilizes hands-on approach and processes of learning—learning process is valued, not just product
6. Provides for in-depth understanding
7. Enhances communication skills
8. Students become self-directed
9. Students take ownership of learning (high motivation)
10. Learning is meaningful through use of academic skills, connection with students' lives and prior learning, and connect academic disciplines
11. Students learn to assess their progress
12. Projects build self-esteem and confidence

# Recommendations of National Curriculum Reports

Less	More
Whole class, teacher-directed instruction	Experiential hands-on learning, responsibility transferred to students for their work, goal-setting, and self-assessment
Student passivity: sitting, listening receiving	Active learning, doing, reacting, collaboration
One-way transmission of information from teacher to student	Diverse roles for teachers including coaching, facilitating, demonstrating, and modeling
Rewards for silence	Choices for communication as an integral part of learning
Seatwork	Work with diverse materials, building, creating, inventing, use of primary sources
"Coverage" of large amounts of material in every subject area	Deep study of concepts and attendant information, skills, and principles

Rote memorization of facts and details	In depth study of topic so students demonstrate internalization of concepts and have an ability to transfer understandings
Tracking and ability grouping	Interacting, teaching and learning as a community in support of everyone, collaborative activity, sensitivity to individual cognitive and affective styles
Pull out programs	Integrated learning experiences and delivery of special help within the regular classroom
Standardized testing	Descriptive evaluations, collaborative and ongoing assessments, performances and demonstrations



# Project Developmental Levels -



	<b>In Progress</b>	<b>Proficient</b>
<b>Planning</b>	Project ideas come from teachers, parents, peers, kits, hobbies or fads. Student relies on past knowledge and experience. Student wants to change project topic frequently.	Project ideas begin to come from intellectual interests and natural talents. Teacher and parents facilitate ideas.
<b>Work</b>	Student is dependent, requires constant support and monitoring, cannot work in sequential steps, complains about working out of their intelligence or learning style, not sure what to do, unorganized, requires adult support in all clean up.	Student is more independent, needs assistance redirecting efforts, relies on adult reinforcement, greater understanding and motivation to work in processes outside of their intelligence and learning style. Takes responsibility for cleaning personal space.
<b>Presentation</b>	Spontaneous show and tell presentation of project product. Little emphasis on expressing learning, dynamics of speaking, or impact on audience. Speaker reads from a script or has no notes.	Creative presentation to satisfy personal focus, includes limited visual support, is planned and rehearsed, audience reaction is incidental. Speaker works from notes.



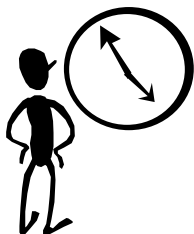
# Cañon Exploratory School

## Advanced

Project ideas come from current issues, personal intellectual interests and curiosities. Little idea facilitation is required. Willingness to commit to project completion.



Independent, confident about working strategies, uses all work time productively, responsible for supplies and equipment used by them selves and others, conscious of conserving and protecting resources, respectful of other's work process.



Instructional and entertaining presentation, focus on audience learning and involvement, creative visual support, may include props or costume, effective and confident speaking skills, well rehearsed in advanced. Speaker works from memory or notes, demonstrates significant knowledge by ability to speak extemporaneously.

Written Project Minimum Requirements by Grade Level:  
(Quarters 1 & 2)

Grade:	<b>Quarters 1 &amp; 2</b>
<b>Kindergarten</b>	By the end of Kindergarten, students will write an Introduction and conclusion with teacher help and 3 fact sentence independently.
<b>First Grade</b>	5 complete sentences for each quarterly project
<b>Second Grade</b>	Take the 5 sentences and write them in paragraph form <ul style="list-style-type: none"> <li>• indention</li> <li>• holes on the left of the paper.</li> </ul> Purpose is to have students get in the habit of writing in paragraph form.
<b>Third Grade</b>	1 complete paragraph <ul style="list-style-type: none"> <li>• at least 7 sentences <ul style="list-style-type: none"> <li>◦ topic</li> <li>◦ support-five facts</li> <li>◦ conclusion</li> </ul> </li> </ul> This is where hook will be introduced, self-editing and form (indention, holes on the left)
<b>Fourth Grade</b>	3 complete paragraphs <ul style="list-style-type: none"> <li>• intro</li> <li>• body (at least 5 sentences for the body)</li> <li>• conclusion</li> </ul>
<b>Fifth Grade</b>	5 complete paragraphs <ul style="list-style-type: none"> <li>• intro</li> <li>• support, support, support (at least 5 sentences for each body paragraph)</li> <li>• conclusion</li> <li>• 3 bibliographies from at least 2 sources CORRECTLY cited.</li> </ul>
<b>Sixth Grade</b>	5 complete paragraphs <ul style="list-style-type: none"> <li>• intro</li> <li>• support, support, support (at least 5 sentences for each body paragraph),</li> <li>• conclusion</li> <li>• 5 bibliographies from at least 2 sources CORRECTLY cited.</li> <li>• Outline must be used during presentation. Students may NOT read from their written report.</li> </ul>

Written Project Minimum Requirements by Grade Level:  
(Quarters 3 & 4)

<b>Quarters 3 &amp; 4</b>	
Same as first and second quarter.	
Same as first and second quarter.	
complete paragraph	
<ul style="list-style-type: none"> <li>• at least 5 sentences               <ul style="list-style-type: none"> <li>◦ topic</li> <li>◦ support –five facts</li> <li>◦ conclusion</li> </ul> </li> </ul>	
3 complete paragraphs	
<ul style="list-style-type: none"> <li>• intro</li> <li>• body (at least 5 sentences for the body)</li> <li>• conclusion</li> </ul> <p>This is when transitional words will be introduced for paragraph flow.</p>	
5 complete paragraphs	
<ul style="list-style-type: none"> <li>• intro</li> <li>• support, support, support (at least 5 sentences for each body paragraph)</li> <li>• conclusion</li> </ul>	
5 complete paragraphs	
<ul style="list-style-type: none"> <li>• intro</li> <li>• support, support, support (at least 5 sentences for each body paragraph)</li> <li>• conclusion</li> <li>• 5 bibliographies from at least 2 sources CORRECTLY cited.</li> </ul>	
Same as first and second quarter.	

Along with a written requirement (see previous page) students must present their project orally and choose another culminating product (See other side). Once a product has been used/ selected it may not be used again that year.

### Writing Products:

- Narrative
- Letters
- Outlines
- Poem
- Autobiography
- Essay
- Review
- Editorial
- Debate
- Journal entries
- Newspaper story
- Diary/Memoirs
- Travelogue



### Performance:

- Slide show
- Computer program
- Audiotape
- Videotape
- Working Model System
- Machine
- Invention
- Scientific instrument
- Serve a meal
- Demonstrate a skill/talent



### Program or Event:

- Speaker
- Panel discussion
- Scavenger/Treasure Hunt
- Discussion with entire class
- Interview
- Start a club
- Teach a class



### Graphics:

- Blueprint
- Poster
- Brochure
- Pamphlet
- Computer graphic
- Map
- Scrapbook
- Photo album
- Floor plan
- Flow chart
- Timeline
- Exhibit your work



## Artistic Performance:

- Play
- Musical piece
- Dramatic reenactment
- Dance
- Drawing
- Collage
- Painting



- Sculpture
- Quilt
- Fashion show
- Demonstrate a skill/talent
- Comic Strip (see Teacher for requirements)

## Physical Models:

- A building
- A group of buildings
- A neighborhood
- A city
- A body
- A cell
- A landscape
- A river



- Consumer product
- Machine/Invention
- Museum exhibit
- Diorama
- Develop/create a board game
- Display a collection (i.e. rock, gems, bugs)

## Public Speaking:

- Oral presentation w/or w/out PowerPoint
- Newscast

- Demonstrate a skill/talent



## Specialized Form of Writing:

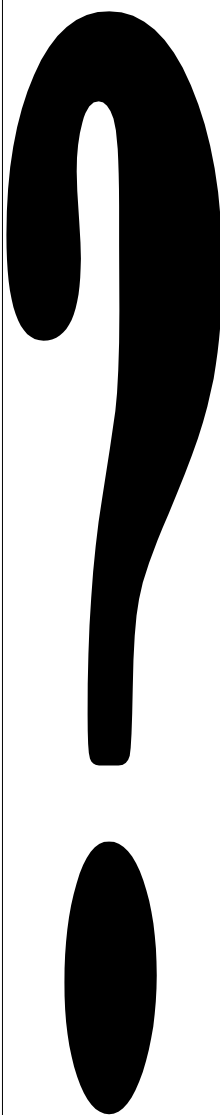
- Brief
- Proposal
- Survey/Questionnaire
- Movie script
- Song/lyric
- Blog



- Oral History
- Manual
- Interview
- Event plan
- Create a menu

Once a culminating product has been used/ selected, it may not be used again that same year.

## Asking questions!



Helping with projects requires asking questions that require your child to think! Your child may get frustrated and want you to just give them the answer, but don't...use questions to guide them to answers. This is when they are using higher order thinking skills. Even if you like your ideas better, keep it to yourself and let your child pursue their own ideas.

Examples:

Why do you think you want to learn about\_\_?

Who would know a lot about \_\_\_\_\_?

How could you make that more interesting (better, more exciting, etc)?

Why do you think that is important?

What do you think is causing that problem?

What are some solutions?

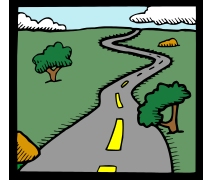
Do you think that is the BEST solution?

How can you add art (math, dance, music, science, etc) to make this more interesting?

The idea is to MENTOR your child, guide them, not do it for them. This is easier said than done, because we all want our children to present their best. Be realistic, sometimes kids just don't give their best. It is a PROCESS in learning to value quality work, not just a quality end product.

# Driving Questions

Driving questions should be open-ended and challenge students to seek information and understanding about a subject that interests them.



Driving questions are from real-world dilemmas or issues that students find interesting.

Driving questions allow for inquiry from a variety of resources that allow students to use academic skills and knowledge.

Topics tend to be too broad and overwhelming for students. Questions help them narrow the focus to an answer or understanding.  
Topics: dogs, birds, cooking, bridges, race cars, etc.

Examples of driving questions:

Why should children be allowed to have credit cards?  
Why did Cañon City decide to have a river walk?  
Should dogs have to be on a leash in public?  
Why do people make Origami and what is it?  
What is the earth made of?  
Why was the Royal Gorge Bridge built?  
Where does chocolate come from?  
How would you build a bridge across the Arkansas River, the Mississippi River?  
Why is soccer the number one sport in the world?  
How was Coors Field built?  
Why did people hunt whales?  
Why will people always remember Amelia Earhart?  
How is soda made?  
Why aren't more women judges?  
How does a plane fly?  
What happens when you go to court?

Trying to come up with a driving question can be quite a difficult and sometimes daunting task. If your child wants to learn about dolphins he/she will easily be able to come up with basic questions, such as:

1. How do dolphins swim?
2. What do dolphins eat?
3. How do dolphins make sound?

These questions are not elaborate enough to ‘drive’ or guide their entire project and therefore need to be re-written to form an actual ‘driving question’. The chart on the next page is a helpful tool to use when trying to come up with a driving question.



When each column is combined together, a quality driving question can be formed. Rather than the questions previously posed, if you can guide your child using the chart, you would be able to form questions like these:

- How do animals survive in the wild?
- How can fracking help solve our natural resource shortage?
- How did WWII influence our religious tolerances?
- How do cats land on their feet every time they fall/jump?
- Why do dolphins communicate using sounds and whistles?
- What was Rosa Parks' role in the civil rights movement?

Notice the colors correspond with the columns guiding titles.



# Driving Question Help Chart

Questioning Word (Framing Word)	Noun (Person, Place, Idea, Thing)	Action Verb (something you 'do')	Purpose (Real world, big idea)
How can...	I We	Build... Create... Make...	Real World Problem
How do/ did... How can...	We as, (Roles, Occupations, groups of people)	Design... Plan... Role (action)	Occurs in the Real World
Should...	Town City County	Solve...	
Could	State Nation	Write... (Communication)	
Why	Community Organization	Propose... Decide... Influence...	
Would	Animals (Only upon teacher's approval)	Survive...	

# Process Skills and Expectations

These skills will be taught to your children through direct instruction and with ongoing facilitation during the project process.

1. Generating ideas, formulating the driving question, planning
2. Time management: time-lines and goal setting
3. Finding resources: types of resources, how to cite resources, writing interview questions, note-taking
4. Collaboration: communication skills, listening, speaking, asking questions
5. Self assessment
6. Organizational skills
7. Problem solving
8. Creative thinking (outside the box): driving questions, visuals, presentation, resources
9. Performance skills: dress, voice, body language, staging, props

Each classroom has a general assessment rubric for projects that is developmentally appropriate. Each year the expectations for projects become more demanding as students develop the skills and capabilities. These rubrics are flexible and may show some changes each quarter as teachers select an area of focus for project process development. Rubrics will be sent home the beginning of each quarter so you can see *in advance* the skills your child will be working on. You and your child will know all quarter what the project expectations and requirements are.



# Project Proposal

Name \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

What is your driving question? \_\_\_\_\_

\_\_\_\_\_

Explain what you already know about this topic and why you would like to create a project on this topic.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write three good questions you have about this topic. These will be the focus of your paper.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

How are you going to use math with your project?

How are you going to demonstrate the math you

used? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Visual Aid Ideas: Pick at least one and describe how you will use it. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Art-

---

---

Costume

---

---

Music

---

---

Guest Speakers

---

---

Media

---

---

Field Trip

---

---

Drama

---

---

Class Involvement

---

---

Parent Signature \_\_\_\_\_ Date  
\_\_\_\_\_

Project Rubric  
Kindergarten

Student: \_\_\_\_\_ Project Title: \_\_\_\_\_ Date: \_\_\_\_\_

## Oral Presentation

<b>Quality</b> <ul style="list-style-type: none"><li>• Voice loud enough for audience</li><li>• Good eye contact</li><li>• Refers to visual aid during presentation</li><li>• Presentation is creative</li><li>• Presentation was practiced</li></ul>	<b>Needs Improvement</b> <ul style="list-style-type: none"><li>• Does not speak loud or clear</li><li>• No eye contact</li><li>• Does not know subject</li><li>• Visual aid does not relate to presentation</li></ul>
---	---

**Topic of emphasis for Oral Presentation:**

## Written Presentation

<b>Quality</b> <ul style="list-style-type: none"><li>• Uses simple sentence structure with capital at the beginning and end punctuation.</li><li>• Correct or close phonetic spelling</li><li>• Three facts with a topic sentence and closing (topic and closing provided)</li><li>• Uses two different sources for information</li></ul>	<b>Needs Improvement</b> <ul style="list-style-type: none"><li>• Facts provided but not written</li><li>• No punctuation</li><li>• Can't read/understand writing</li><li>• Did not use two sources</li></ul>
---	--

**Topic of emphasis for Written Presentation:**

## Culminating Product

<b>Quality</b> <ul style="list-style-type: none"><li>• Fact poster is neat, colorful, and well organized</li><li>• Designed a visual that created interest in the subject (paper maché, models, art, craft, i.e. soap, candle, paper lizard, book, etc.)</li></ul>	<b>Needs Improvement</b> <ul style="list-style-type: none"><li>• No poster</li><li>• No visual aide</li><li>• Unorganized</li><li>• Messy</li></ul>
--	---

## Use Of Time

<b>Quality</b> <ul style="list-style-type: none"><li>• Student used project wisely</li><li>• Student managed time well with project at home and school</li></ul>	<b>Needs Improvement</b> <ul style="list-style-type: none"><li>• Student spent most of project time messing around and visiting</li><li>• Student behavior interfered with others</li></ul>
--	---

Comments:

---

---

---

---

---

---

---



Project Rubric  
1st/2nd Grade

Student: \_\_\_\_\_ Project Title: \_\_\_\_\_ Date: \_\_\_\_\_

## Oral Presentation

<b>Quality</b> <ul style="list-style-type: none"><li>• Voice loud enough for audience</li><li>• Good eye contact</li><li>• Refers to visual aid during presentation</li><li>• Presentation is creative</li><li>• Presentation was practiced</li></ul>	<b>Needs Improvement</b> <ul style="list-style-type: none"><li>• Does not speak loud or clear</li><li>• No eye contact</li><li>• Does not know subject</li><li>• Visual aid does not relate to presentation</li></ul>
---	---

**Topic of emphasis for Oral Presentation:**

## Written Presentation

<b>Quality</b> <ul style="list-style-type: none"><li>• Uses good sentence structure and spelling</li><li>• 1 paragraph written in complete sentences, giving at least 8 facts</li><li>• Title page</li><li>• Includes a resource page with at least 3 resources (lists what books, experts, internet, magazines, etc were used)</li></ul>	<b>Needs Improvement</b> <ul style="list-style-type: none"><li>• Facts provided but not in paragraph structure</li><li>• Messy</li><li>• No title page</li><li>• No resource page</li></ul>
---	---

**Topic of emphasis for Written Presentation:**

## Culminating Product

<b>Quality</b> <ul style="list-style-type: none"><li>• Fact poster is neat, colorful, and well organized</li><li>• Designed a visual that created interest in the subject (paper maché, models, art, craft, i.e. soap, candle, paper lizard, book, etc.)</li></ul>	<b>Needs Improvement</b> <ul style="list-style-type: none"><li>• No poster</li><li>• No visual aide</li><li>• Unorganized</li><li>• Messy</li></ul>
--	---

**Topic of emphasis for Visual Aid:**

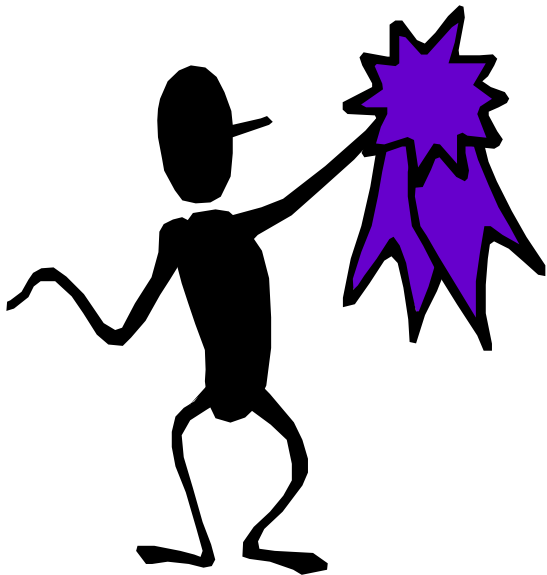


# Use Of Time

Quality <ul style="list-style-type: none"><li>• Student used project wisely</li><li>• Student managed time well with project at home and school</li><li>• Student worked well with others</li></ul>	Needs Improvement <ul style="list-style-type: none"><li>• Student spent most of project time messing around and visiting</li><li>• Student behavior interfered with others</li><li>• Student did not work well with others</li></ul>
---	--

Topic of emphasis for Use Of Time:

First Quarter Focus:



# Student Project Performance Assessment

## 3rd and 4th Grade Rubric

**Student:** \_\_\_\_\_ **Project Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Oral Presentation

<b>Quality (A)</b>	<b>Proficient (B or C)</b>	<b>Needs Improvement (D or F)</b>
<ul style="list-style-type: none"> <li>Spoke loud &amp; clear</li> <li>Used great communication skills</li> <li>Knew material well</li> <li>Referred to visuals</li> <li>Presentation was creative</li> <li>Presentation was practiced and smooth</li> <li>Held paper below face</li> <li>Used good posture</li> <li>Dressed up</li> <li>Used expression</li> <li>Had a clear and fun introduction</li> <li>Used standard grammar</li> </ul>	<ul style="list-style-type: none"> <li>Spoke loud &amp; clear most of the time</li> <li>Used some communication skills</li> <li>Knew most of the material</li> <li>Briefly used visuals</li> <li>Creativity was missing</li> <li>Dressed up</li> <li>Used good posture most of the time</li> <li>Briefly used expression</li> <li>Had an introduction</li> </ul>	<ul style="list-style-type: none"> <li>Did not speak loud or clear</li> <li>No communication using hands, face and eyes</li> <li>Looks at everyone, not just one or two</li> <li>Did not know material</li> <li>Visual aid was missing or did not tie to presentation</li> <li>Did not dress up</li> <li>Held paper in front of face</li> <li>Did not use good posture</li> <li>Did not have an introduction</li> </ul>

### Quarter Emphasis for Oral Presentation:

### Written Presentation

<b>Quality (A)</b>	<b>Proficient (B or C)</b>	<b>Needs Improvement (D or F)</b>
<ul style="list-style-type: none"> <li>Used a wide variety of resources</li> <li>Uses good sentence structure and spelling</li> <li>Report was typed</li> <li>Well organized</li> <li>Included a resource page with at least 3 resources.</li> <li>Put information into own words</li> <li>Clear introduction and purpose</li> <li>Gave personal opinion</li> <li>Focused on important information</li> </ul>	<ul style="list-style-type: none"> <li>Used two or less resources</li> <li>Used good sentence structure and spelling most of the time</li> <li>Report was neatly written or typed</li> <li>Included a resource page with at least 3 resources</li> <li>Most information was in own words</li> <li>Most information was important</li> </ul>	<ul style="list-style-type: none"> <li>No resources</li> <li>Minimal effort in writing</li> <li>Numerous grammar, sentence structure and spelling errors</li> <li>Messy</li> <li>Resource page is missing or lacking information</li> <li>Had a lot of unimportant information</li> </ul>

### Quarter Emphasis for Written Presentation:

## Culminating Product

<b>Quality (A)</b>	<b>Proficient (B or C)</b>	<b>Needs Improvement (D or F)</b>
<ul style="list-style-type: none"> <li>• Had neat and artistic appearance</li> <li>• Well thought out</li> <li>• Used art, objects, graphs, and/or posters to show information</li> <li>• Visuals helped class understand topic better</li> <li>• Explained visuals</li> <li>• Words were spelled right</li> <li>• Visuals were easy to see and read</li> <li>• Colorful</li> </ul>	<ul style="list-style-type: none"> <li>• Had neat appearance</li> <li>• Evidence of some planning</li> <li>• Visuals were sort of related to topic</li> <li>• Briefly explained visuals</li> <li>• Most of the spelling was correct</li> <li>• Most of the visuals were easy to see and read</li> <li>• Colorful</li> </ul>	<ul style="list-style-type: none"> <li>• No visual aid</li> <li>• Messy appearance</li> <li>• Appeared to be constructed at the last minute</li> <li>• Did not tie to presentation</li> <li>• Hard to read or understand</li> <li>• Visually dull</li> </ul>

### Quarter Emphasis for Visual Aid:

## Use of Time and Problem solving

<b>Quality (A)</b>	<b>Proficient (B or C)</b>	<b>Needs Improvement (D or F)</b>
<ul style="list-style-type: none"> <li>• Student used project time productively and was always prepared to work</li> <li>• Student managed time well with project at home and school</li> <li>• Student was excellent at solving problems as they arose</li> <li>• Student met all timeline goals</li> </ul>	<ul style="list-style-type: none"> <li>• Student used project time productively most of the time, and was prepared most of the time</li> <li>• Student did not always manage time well during project time or working at home</li> <li>• Student did not always problem solve</li> <li>• Student met some of their timeline goals</li> </ul>	<ul style="list-style-type: none"> <li>• Student did not use project time well or was not prepared to work</li> <li>• Student spent most of project time messing around and visiting</li> <li>• Student was not able to solve problems as they arose</li> <li>• Student behavior interfered with others</li> <li>• Student didn't meet any timeline goals</li> </ul>

### Student Comments

How do you think your presentation went? What did you like about it? What could you have changed to make it better?

### Teacher Comments...

**Report Grade** \_\_\_\_\_ **Presentation Grade** \_\_\_\_\_

Presentation is an average or oral presentation and visual aid.

Report grade is an average of written report and use of time and problem solving.

# Student Project Performance Assessment

## 5th and 6th Grade Rubric

Student: \_\_\_\_\_ Project Title: \_\_\_\_\_ Date: \_\_\_\_\_

### Oral Presentation: First Quarter focus:

Quality (A)	Proficient (B or C)	Needs Improvement (D or F)
<ul style="list-style-type: none"> <li>Explains the importance of this topic to the audience. (Who needs this? Why?)</li> <li>Speaks loud, clear and with expression.</li> <li>Answers audience questions clearly and completely with understanding of concepts. Seeks clarification, admits "I don't know, or explains how the answer might be found when unable to answer a question.</li> <li>Applies relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, and an answer to their Driving Question.</li> <li>Looks poised and confident.</li> <li>Keeps eye contact with the audience; only glances at notes or slides.</li> <li>Presentation is creative and meets the needs of more than two types of learners.</li> <li>Developed a clear and fun introduction that fit with the project.</li> <li>Wears clothing appropriate for the occasion.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the basic purpose but doesn't consider the audience.</li> <li>Speaks loud, clear and with expression most of the time.</li> <li>Answers some of the audience questions, but not always clearly or completely.</li> <li>Uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, some are irrelevant and/or Driving Question is vaguely answered.</li> <li>Shows some poise and confidence (fidgeting and nervous movement).</li> <li>Makes infrequent eye contact; reads notes or slides most of the time.</li> <li>Presentation is creative and meets the needs of more than one type of learner.</li> <li>Had an introduction.</li> <li>Makes some attempt to dress appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Does not understand the purpose/ importance of the topic or the audience needs or interests.</li> <li>Spoke too fast or didn't speak loud, clear, or with expression.</li> <li>Does not address the audience questions.</li> <li>Uses too few or irrelevant descriptions, facts, details, examples to support ideas or Driving Question was not answered.</li> <li>Lacks poise and confidence (slouches, nervous, fidgets).</li> <li>Does not look at the audience; reads notes, paper, slides, etc.</li> <li>Creativity for different types of learners was missing.</li> <li>Introduction was missing, just started presenting.</li> <li>Wears clothing inappropriate for the occasion.</li> </ul>

## Written Presentation

Quality (A)	Proficient (B or C)	Needs Improvement (D or F)
<ul style="list-style-type: none"> <li>• Applies correct capitalization and mechanics.</li> <li>• Writing flows from one idea to the next, facts are arranged in logical sequence.</li> <li>• Applies relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, and an answer to their Driving Question.</li> <li>• Information is in own words.</li> <li>• Applies new vocabulary.</li> <li>• Introduction paragraph is formulated to grab the reader's interest and included a thesis statement.</li> <li>• Paragraphs 2-4 support the introduction.</li> <li>• Topic sentences or sentence sets up purpose for each supporting paragraph.</li> <li>• Concluding paragraph or statement wraps up the paper and synthesizes learning.</li> <li>• Resources correctly documented on a resource pages with 3 reliable resources (at least one book or primary resource).</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct capitalization and mechanics part of the time.</li> <li>• Writing somewhat flows from one idea to the next.</li> <li>• Uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, some are irrelevant and/or Driving Question is vaguely answered.</li> <li>• Most information was in own words.</li> <li>• Uses some new vocabulary.</li> <li>• Introduction showed effort.</li> <li>• Paragraphs 2-4 somewhat support the introduction.</li> <li>• Topic sentences showed effort and are present.</li> <li>• Attempts concluding paragraph or statement.</li> <li>• At least 3 resources were documented, but not correctly.</li> <li>• Uses multiple typical sources of information (websites, books, articles).</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use correct capitalization and mechanics.</li> <li>• Writing does not flow from one idea to the next, unorganized.</li> <li>• Uses too few or irrelevant descriptions, facts, details, examples to support ideas or Driving Question was not answered.</li> <li>• Information did not seem to be in own words.</li> <li>• Shows no use of new vocabulary.</li> <li>• Introduction was missing or did not introduce the topic.</li> <li>• Less than 3 supporting paragraphs, and/or they do not support the introduction.</li> <li>• Topic sentences are missing.</li> <li>• Missing Concluding paragraph, or does not wrap up the paper.</li> <li>• More than 1 incorrect resource documentation or didn't bother with resources.</li> </ul>

## Written Presentation Continued

Quality (A)	Proficient (B or C)	Needs Improvement (D or F)
<ul style="list-style-type: none"> <li>• In addition to typical sources, finds unusual ways or places to get information. (phone interviews, interviews, field experience, etc).</li> <li>• Writing process has all the required components (plan, draft, edit, revisions, and final).</li> <li>• Typed.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing process is missing one of the required components (plan, draft, edit, revisions, and final).</li> <li>• Handwritten Neatly.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited sources of information.</li> <li>• Writing process is missing more than one of the required components (plan, draft, edit, revisions, and final).</li> <li>• Turned in rough draft.</li> </ul>

## Culminating Product

Quality (A)	Proficient (B or C)	Needs Improvement (D or F)
<ul style="list-style-type: none"> <li>• Is well-crafted, striking, designed with a distinct style but still appropriate for the purpose.</li> <li>• Communicates information creatively while providing value, useful information, and enhancing the presentation.</li> <li>• Is new, unique, surprising; demonstrates a personal touch and student's best work.</li> </ul>	<ul style="list-style-type: none"> <li>• Has some interesting touches, but lacks a distinct style.</li> <li>• Communicates information and is seen as useful and valuable to some extent.</li> <li>• Has some new ideas or improvements, but product is conventional and predictable.</li> </ul>	<ul style="list-style-type: none"> <li>• Is ordinary with no distinct style.</li> <li>• Information is confusing, not useful to the intended audience.</li> <li>• Relies on existing models, ideas, or directions; it is not new or unique.</li> </ul>

Use of Time and Problem Solving

<b>Quality (A)</b> <ul style="list-style-type: none"><li>• Student used school project time productively and was always prepared to work.</li><li>• Student used problem solving skills to solve problems as they arose with self and others.</li></ul>	<b>Proficient (B or C)</b> <ul style="list-style-type: none"><li>• Student used project time between home and school productively and was prepared to work most of the time.</li><li>• Student did not always use skills to solve problems or they required teacher intervention.</li></ul>	<b>Needs Improvement (D or F)</b> <ul style="list-style-type: none"><li>• Student did not complete the project at school.</li><li>• Student's behavior interfered with their learning and others.</li></ul>
---	---	---

Student Project Performance Assessment Grades

Oral Presentation \_\_\_\_\_

Written Presentation \_\_\_\_\_

Visual Presentation \_\_\_\_\_

Use of Time and Problem Solving \_\_\_\_\_

Student Comments:

How do you think your presentation went and what did you like about it?

What could you have changed to make it better?

Teacher Comments:

# Student Project Performance Assessment

## Middle School (7th & 8th) Rubric

**Student:** \_\_\_\_\_ **Project Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Oral Presentation

<b>Quality (A)</b>	<b>Needs Improvement (D or F)</b>
<ul style="list-style-type: none"> <li>Spoke loud and clear</li> <li>Made good eye contact</li> <li>Knew material well</li> <li>Speech was well organized</li> <li>Speaker used a "hook" to draw audience in</li> <li>Presentation was practiced and smooth</li> <li>Presenter talked to the audience—did not read or just regurgitate information</li> <li>Held paper/notes below face</li> <li>Used good posture</li> <li>Speaker was an effective teacher</li> <li>Speech was rich with information</li> <li>You took Multiple Intelligences into consideration to effectively teach about your topic</li> <li>Dressed Up</li> </ul>	<ul style="list-style-type: none"> <li>Did not speak loud or clear</li> <li>Did not use eye contact</li> <li>Was not prepared</li> <li>Held paper/notes in front of face</li> <li>Presentation was not practiced—audience was not engaged</li> <li>Speech was read or regurgitated</li> <li>There was not enough information</li> <li>You did not consider all of the Multiple Intelligences (for example, you just lectured)</li> <li>Audience did not learn much if anything</li> <li>Did not use good posture</li> <li>Did not dress up</li> </ul>

### Culminating Product/Visual Aid

<b>Quality (A)</b>	<b>Needs Improvement (D/F)</b>
<ul style="list-style-type: none"> <li>Referred to visual aid</li> <li>Fact poster was neat, colorful and well organized.</li> <li>Visual Aid was creative and created interest in your subject( paper mache', models, art, craft, i.e. soap, candle, paper lizard, book, ect)</li> <li>It obviously took you time to make your project due to the detail</li> <li>Your visual aid looked completed</li> <li>Your visual aid helped the audience understand your topic better</li> </ul>	<ul style="list-style-type: none"> <li>Did not refer to or did not have visual aid</li> <li>No poster</li> <li>No visual aid</li> <li>Visual aid is not complete or relevant to topic</li> <li>It is obvious that you did not take much time to create your visual aid</li> <li>Messy</li> </ul>



## Use of Time/Research

<ul style="list-style-type: none"> <li>• <b>Quality (A)</b></li> <li>• Used project time wisely</li> <li>• Took copious notes while conducting research</li> <li>• Organized notes and kept in project binder</li> <li>• Managed time well with project at home and school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Needs Improvement (D/F)</b></li> <li>• Spent most of project time messing around and visiting or just looking at pictures on internet</li> <li>• Did not keep good notes</li> <li>• Did not keep notes organized and in binder</li> <li>• Behavior interfered with others</li> </ul>
---	--

## Written Report

<ul style="list-style-type: none"> <li>• <b>Quality (A)</b></li> <li>• Used good sentence structure and spelling, grammar</li> <li>• Introductory paragraph included a thesis statement</li> <li>• Writing flowed from one idea to the next</li> <li>• 5 paragraphs were written in complete sentences</li> <li>• Paragraphs 2-4 supported the thesis statement</li> <li>• Concluding paragraph wrapped up the paper and synthesized the learning</li> <li>• Resources were documented in a bibliography that is correctly formatted.</li> <li>• Factual</li> <li>• Student synthesized their learning in the paper</li> <li>• Meets minimum sources requirement (see below*)</li> <li>• Used new vocabulary</li> <li>• Focused</li> <li>• Very neat</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Proficient (B/C)</b></li> <li>• Some mistakes in grammar spelling (not of high frequency words)</li> <li>• Writing somewhat flowed from one idea to the next</li> <li>• The thesis statement was weak or didn't guide the paper</li> <li>• 4 paragraphs were written in complete sentences</li> <li>• Paragraphs 2-4 somewhat supported the thesis statement</li> <li>• Somewhat organized</li> <li>• Introduction and purpose were fairly clear</li> <li>• Most of the information is factual</li> <li>• Student did not synthesize their learning</li> <li>• Bibliography or resources were included, but not correctly formatted</li> <li>• Did not quite meet minimum source requirements*</li> <li>• Neat</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Needs Improvement (D/F)</b></li> <li>• Numerous mistakes in spelling and grammar</li> <li>• 1 paragraph or less</li> <li>• Unorganized</li> <li>• Not factual</li> <li>• Not written in student's voice (no evidence of synthesis)</li> <li>• No introduction or conclusion</li> <li>• No resources/bibliography</li> <li>• Messy</li> </ul>
---	---	--

\*one print source, one primary source,  
2 reliable websites (.org, .gov, .edu)



**Notes:**



**Notes:**

# **Great Resources**

Project Based Learning Handbook by Buck Institute  
for Education

<http://www.kyvl.org/html/kids/portal.html>

**Project Based Learning Handbook**  
**Compiled and Modified by**  
**Exploratory School Staff**  
*Layout design by Lisa Bryan*