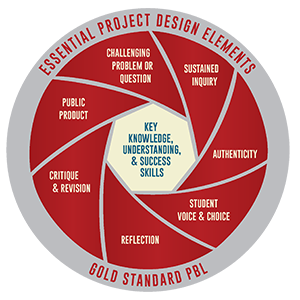
Gold Standard PBL Planning Guide



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| Factors of Great Projects | Description | Evidence |
| Key Knowledge, Understanding, and Success Skills | Project contains rigorous content, critical thinking/problem solving, collaboration, and self-management. |  |
| Challenging Problem or Question | The project is a problem to investigate and solve, or a question to explore and answer. It could be concrete (the school needs to do a better job of recycling waste) or abstract (deciding if and when war is justified). |  |
| Sustained Inquiry | Students must inquire is to seek information or to investigate – it’s a more active, in-depth process than just “looking something up” in a book or online. |  |
| Authenticity | The concept has to do with how “real-world” the learning or the task is. A project can have personal authenticity when it speaks to students’ own concerns, interests, cultures, identities, and issues in their lives. |  |
| Student Voice & Choice | Having a say in a project creates a sense of ownership in students; they care more about the project and work harder. |  |
| Reflection | Throughout a project, students – and the teacher – should reflect on what they’re learning, how they’re learning, and why they’re learning. |  |
| Critique and Feedback | Students should be taught how to give and receive constructive peer feedback that will improve project processes and products, guided by rubrics, models, and formal feedback/critique protocols. |  |
| Public Product | A “product” can be a tangible thing, or it can be a presentation of a solution to a problem or answer to a driving question. |  |