pblCORE Project Design Reflection Tool

pblCORE 10 Characteristics	Initially Developed	Continuous Improvement and Reflection →	Exceptionally Developed	Continuous Extension and Reflection →
Real-World Connection	Real-World Connections are loosely established, and/or students do not connect with the relevancy of the project. Neither students nor teacher have defined the real world purpose for the project.		The Real-World Connections to the project may have determined by the students and involves some expression of the students' lives and identities. Students also connect through authentic interactions with people and organizations within and outside school.	
Critical Knowledge	Common Core Standards and related content standards are not thoroughly developed in the project. Students will have limited opportunity to apply their knowledge and skills in a real-world College and Career Readiness experience.		Common Core Standards and related content standards are resources for the critical knowledge students need. College and Career Readiness connections, as well as conceptual knowledge, are developed throughout the project.	
21st Century Skills	Little emphasis is placed on the 4Cs: Creativity, Communication, Collaboration, and Critical Thinking. The constraints and criteria of the project are defined and directed by the teacher.		Opportunities for students to engage in the 4Cs: Creativity, Communication, Collaboration, and Critical Thinking are strategically placed throughout the project. Students are encouraged to engage in the 21st Century Skills as a way to both build and share knowledge.	
Purposeful Assessment	The assessment opportunity is summative in nature. Students have little to no awareness of the assessment criteria. Teachers have not identified learning opportunities for each student based on formative assessments. Students are not engaging in peer, self, and adult feedback to reflect and revise their projects.		Purposeful Assessments are formative and summative. They focus on both the process and product. Students have a clear understanding of the evaluation criteria that will be used on all formative and summative products and presentations at the beginning of the project. Teachers and students analyze and collaborate throughout the process in order to reflect and revise.	

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Project Deliverables	Project Deliverables have a limited focus that is solely established by the teacher. The context of the deliverable is lacking real-world context and students' thinking is limited by the scope of the deliverable.		Project Deliverables have a real-world context and involve learning and thinking as the product is being created. Websites, performances, documentaries, exhibitions, presentations and portfolios are all examples of authentic products. These multiple levels of thinking and various formats prepare students to demonstrate their learning.	
Authentic Audience	Students are provided with little access to an Authentic Audience. The Authentic Audience is not fully utilized as a tool to help students build real-world connections, skills, and knowledge and may only be involved during the final presentation phase.		Making real-world connections, providing opportunities for 21st Century skill building as well as personalized learning, can be realized through student engagement with an audience that is authentic to the project. The authentic audience is involved at various stages of the project, and it allows deeper connections to critical knowledge and skills.	
Essential Question	The Depth of Knowledge for the Essential Question is at a Depth of Knowledge Level 1 or 2. The question may be posed in a way that does not elicit inquiry and the answer is easily identified.		A strong, overarching Essential Question focuses the project for the students and the teacher, is open-ended, engaging for students, calls for higher order thinking, leads to genuine and relevant inquiry, and is not google-able. This same idea can be applied to guiding questions used throughout the unit to engage students in the inquiry process.	
Need to Know	The Initial Inquiry opportunity is limited to questions posed primarily by the teacher. Students are given limited opportunity to reflect on their prior knowledge and understanding of the process, outcomes, and product to determine what they need as they begin the implementation of the project.		Initial inquiry builds students' curiosity about the project and gains commitment to further inquiry. Students reflect on the essential question and develop a list of what they need to know to answer the question.	

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Inquiry Process	The inquiry process is teacher-directed and linear in nature. Limited opportunities are provided for students to reflect on and ask additional question based on their newly developed understanding. Students are limited to specific primary and secondary resources provided by the teacher. Students simply retell about a topic rather than analyze and synthesize.		Inquiry in any subject area follows a similar cycle, although the process may be adapted according to specific content needs. Inquiry in project-based learning is considered informed inquiry and should begin with student and teacher developed questions while applying disciplinary concepts and tools. Primary and secondary sources must always be evaluated. The inquiry process engages students in researching answers to initial questions, drawing some conclusions, asking new questions, continuing the research, making a claim and providing substantial evidence for the claim.	
Personalized Learning	The teacher provides an opportunity for students to complete projects that have the same focus, outcomes, and products. The teacher decides which resources will be made available, and students are limited to using those resources. The teacher provides few opportunities to address students' needs regarding their understanding of the project based learning process, knowledge, and skills needed to successfully complete the project. Students are given no or limited voice and choice when determining the style, format, and media that best reflects their own strengths and preferences. There is little self-assessment and reflection.		Students are given voice and choice in project based learning. There is a great deal of revision and reflection required, as well. Students can have a role in deciding what resources they will use, how they will use their time, and what product they will create. Personalized Learning meets each student where they are with a learning experience that is continually adapted to their preferences and needs. The assessments will measure their personal gaps, and provide teachers with information to manage individual learning and self-directed discovery. Final products provide outstanding opportunities for students to select style, format, and media that match their own strengths and preferences. There is a great deal of self-assessment and reflection.	