



## Teton Science Schools Professional Learning Program Project-based Learning Rubric

**Introduction:** Project-based learning, when done with high-quality, can increase student engagement, impact, and learner outcomes.

Before using this using this two page rubric, consider:

- Completing an overview of the project using the [Place Network Project Planner](#) - this is a brainstorming process.
- Building the project experience using the [Project Timeline and Building Guide](#) - this helps with construction.
- Finding more details about building projects in [Pro-tips for Facilitating Place-based PBL](#) and [project-based learning checklist](#) - these help with refinement.

<a href="#">HQPBL</a> Elements*	Criteria	yes/no/ partial
<b>Authenticity</b>	Students work on projects that are meaningful and relevant to their culture, their lives, and their future. Students: <ul style="list-style-type: none"> <li>engage in work that makes an impact on or otherwise connects to the world beyond school, and to their personal interests and concerns</li> <li>use the tools, techniques, and/or digital technologies employed in the world beyond school</li> <li>make choices regarding project topics, activities, and/ or products</li> </ul>	
<b>Public product</b>	Students' work is publicly displayed, discussed, and critiqued. Project culminates in a public product that is shared and/or implemented with community members. Students: <ul style="list-style-type: none"> <li>share their work-in-progress with peers, teachers, and others for feedback</li> <li>exhibit their work and describe their learning to peers and people beyond the classroom</li> <li>receive feedback and/or engage in dialogue with their audiences</li> </ul>	
<b>Collaboration</b>	Students collaborate with peers and community members (in person or online) throughout the project with each student knowing clear roles and responsibilities. Students: <ul style="list-style-type: none"> <li>work in teams to complete complex tasks</li> <li>learn to become effective team members and leaders</li> <li>learn how to work with adult mentors, experts, community members, businesses, and organizations</li> </ul>	
<b>Project management</b>	Students use a project management process that enables them to proceed effectively from project initiation to completion. Students: <ul style="list-style-type: none"> <li>manage themselves and their teams efficiently and effectively throughout a multistep project</li> <li>learn to use project management processes, tools, and strategies</li> <li>use the perspectives and processes of design thinking, as appropriate</li> </ul>	
<b>Reflection</b>	Students reflect on their work and their learning throughout the project. Students: <ul style="list-style-type: none"> <li>learn to assess and suggest improvements in their own and other students' work</li> <li>reflect on, write about, and discuss the academic content, concepts, and success skills they are learning</li> <li>use reflection as a tool to increase their own personal agency.</li> <li>reflect and revise work frequently to improve overall quality.</li> </ul>	
<b>Intellectual challenge</b>	Students learn deeply, think critically, and strive for excellence. Students: <ul style="list-style-type: none"> <li>investigate challenging problems, questions, and issues over an extended period of time</li> <li>focus on learning outcomes, concepts, knowledge, and skills central to subject areas and intellectual disciplines</li> <li>experience research-based instruction and support as needed for learning and project success</li> <li>commit themselves to completing work of the highest quality</li> </ul>	

\*Adapted from the [High Quality Project Based Learning framework](#).



**Linked Place-based Education Principles:**

[With a focus on design thinking and community impact] What PBE principles did you address? Strive for 2-3.

<b>Design thinking</b>	Projects are based on solution making and use the design thinking methodology to come up with innovative solutions.	
<b>Community as classroom</b>	Students use the community as the classroom to connect with people, places, organizations, and businesses to better understand content and relevance.	
<b>Inquiry</b>	Project is designed with deep levels of inquiry where students start with documenting previous knowledge/skills, identifying knowledge/skills to be learned, and reflecting on learning as assessment.	
<b>Interdisciplinary</b>	Multiple subject areas are integrated within the project.	
<b>Local to global</b>	Students connect the project to local, regional, and global context.	
<b>Learner-centered</b>	Students have opportunities to add voice and make choices in the direction and tasks within the project.	

\*Adapted from the [High Quality Project Based Learning framework](#).