ORS Project Based Teacher Rubric

This rubric is modified from the Buck Institute for Education Project Based Teacher Rubric. The purpose of this rubric is for teachers to self-assess along their journey towards becoming highly skilled Project Based Instructors.

	Level 1 PBL Teacher	Level 2 PBL Teacher	Level 3 PBL Teacher	Level 4 PBL Teacher
Design and Plan	• Project is missing several PBL requirements and is more traditional project. • PBL plan and project calendar have very little detail. • Many resources not anticipated or arranged for prior to project beginning.	• Project includes most of the PBL requirements. • PBL plan and project calendar lack sufficient detail. • Some resources not anticipated or arranged for prior to project beginning.	• Project includes all of the PBL requirements. • PBL plan and project calendar lack some detail. • Most resources anticipated or arranged for prior to project beginning.	• Project includes all of the PBL requirements. • PBL plan and project calendar are detailed, but allow for flexibility. • All resources anticipated and arranged prior to project beginning.
Align to Standards	• Final product and assignments throughout project are difficult to assess learning towards standards and 21st century skills or are not aligned to standards.	• Final product and assignments throughout project provide evidence that some of the standards and 21st century skills have been learned.	• Final product and assignments throughout project provide evidence that most of standards and 21st century skills have been learned.	• Final product and assignments throughout project provide evidence that all of the standards and 21st century skills have been mastered.
Build the Culture	• No norms for group work, collaboration, and giving/receiving feedback have been established. • Students are given minimal opportunities for voice & choice. • Students heavily rely on teacher direction and intervention. • Students believe there is only one right answer and have a fixed mindset. They "just want to get it done".	• There are some norms established for group work, collaboration, and giving/receiving feedback, but are viewed as teacher rules. • Students are given a few opportunities for voice & choice. • Students are starting to work independently, but still rely on significant teacher direction. • Students recognize that there could be more than one right answer, but are afraid to be wrong. Look to see what other groups are doing.	• Norms for group work, collaboration, and giving /receiving feedback have been established and co-created with students. • Students have several opportunities for voice & choice. • Students are working independently to some extent, but require frequent teacher direction. • Students understand there is more than one-way to complete project, but require teacher affirmation to try new ideas.	• Norms for group work, collaboration, and giving/ receiving feedback are co-created and self-regulated by students. • Students are using voice & choice regularly throughout the project. • Students are working independently with minimal teacher direction. • Students understand that there is no "right way" to complete the project and believe that F.A.I.L. is just first attempt in learning.
Manage Activities	• The classroom is mostly dominated by whole group instruction. • Project has very few progress checks and deadlines. • No classroom routines for project were discussed. Poor productivity daily.	• The classroom has some individual and team work time and small group instruction, but too much time is whole group. • Project has a few progress checks and deadlines, but some are unrealistic. • Classroom routines discussed at the beginning of the project, but no follow-through. Many days have low productivity.	• The classroom has individual and team work time and small and whole group instruction that is not evenly distributed throughout project. • Project has several realistic progress checks and deadlines, but needs more flexibility. • Classroom routines are established, but not consistently followed. Productivity varies daily.	• The classroom has a balance of individual and team work time and small and whole group instruction throughout project. • Project has several realistic progress checks and deadlines, but allows for flexibility • Classroom routines are established and consistently followed. Daily productivity maximized. Students provided project management tools.

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Scaffold Student Learning	• Teacher provides all content knowledge before project begins. • Students are asked to do research or collect data, but without guidance. No true inquiry is occurring. • 21st century skills are not addressed by the project.	• Teacher provides most content knowledge before project begins. Minor scaffolding in response to student questions. • Students are asked to do research and collect data with minor guidance. Superficial inquiry is occurring. • 21st century skills are a side effect of the project, but not taught intentionally.	• Some scaffolding occurs in response to student questions and "need to knows," but some content is still presented prior to project beginning. • Student inquiry is facilitated and scaffolded, but needs either more support or more independence. • 21st century skills are taught, but students need more opportunities to practice before applying them.	• Scaffolding regularly occurs in response to student questions and "need to knows." Teacher waits until students need the content. • Student inquiry is facilitated and scaffolded while allowing for students to work independently. • 21st century skills are taught and students are provided with opportunities to practice, apply, and reflect on skill progress.
Assess Student Learning	• Project does not assess student understanding of standards. Focuses on looking up information. • 21st century skills not assessed. • Formative assessment is not used during the project. • There are no opportunities for peer critique and revision. • A breakdown of points is provided for the final product, but not a true rubric.	• Student understanding of standards is assessed by test and team-created product. • 21st century skills not formally assessed. • Formative assessment is used infrequently during the project. • Peer critique and revision opportunities are informal and may be superficial. • Rubrics are used by teacher to assess final product.	• Student understanding of standards and 21st century skills assessed through project products and other sources, but individual mastery not well-known. • Formative assessment is used several times during project. • Peer critique and revision opportunities occur, students still learning how to give feedback. • Rubrics used by teacher for formative and summative assessments.	• Student understanding of standards and 21st century skills assessed through project products and other sources, and individual mastery is assessed. • A variety of formative assessment tools are used frequently. • Peer critique and revision opportunities occur regularly and provide effective feedback. • Rubrics used by teacher and students to assess formative and summative assessments.
Engage and Coach	• Teacher does not take students' interests, backgrounds, and strengths into consideration when designing the project. • The driving question does not allow students to generate their own questions to guide inquiry. • Expectations for performance are not clear. • Students are rarely engaged or motivated to do more than bare minimum. Teacher constantly struggles with keeping students on task.	• Teacher considers students' interests, backgrounds, and strengths, but only minimally affects project design. • Students generate their own questions, but the structure of the project prevents students from investigating them. Teacher steers the inquiry. • Expectations for performance are too low or too high. • Students are somewhat engaged and feel motivation during certain parts of the project, but teacher still has to work to keep students on task.	• Teacher considers students' interests, backgrounds, and strengths to help shape the project design. • Student questions guide inquiry to some extent, but are answered too quickly by teacher. Students rarely reflect on driving question. • Appropriately high expectations are set for all students' performance and are communicated. • Students are engaged and motivated to work hard throughout project due to teacher's enthusiasm and relationships with students.	• Teacher considers students' interests, backgrounds, and strengths to strongly shape the project throughout and keep students engaged. • Student questions are essential to inquiry and product development. Students regularly reflect on driving question. • Appropriately high expectations are set for all students' performance and are reinforced by teacher and student. • Students are highly engaged and motivated throughout project due to their enthusiasm and sense of ownership of the project.