**PBL Worksheet**

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| **New PBL Brainstorming**  List ideas of how you could use PBL | **Existing PBL Review**  Self-assess – what worked, what didn’t work |
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**Assessing your PBL**

Pick one project from above, and then analyze how your PBL meets the following criteria:

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| KEY KNOWLEDGE, UNDERSTANDING, AND SKILLS The project is focused on teaching students key knowledge and understanding derived from SLOs, and skills including critical thinking/problem-solving, collaboration, and self-management. |  |
| CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question. |  |
| SUSTAINED INQUIRY  The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers. |  |
| AUTHENTICITY  The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students’ own concerns, interests, and identities. |  |
| STUDENT VOICE & CHOICE  The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience. |  |
| PUBLIC PRODUCT  The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom. |  |