

Oak Ridge Schools PBL Checklist

This checklist serves as a tool to assist teachers as they plan PBLs. It includes all of the PBL project requirements as well as works in conjunction with the ORS PBL Teacher Rubric to support teachers as they progress towards a Level 4 PBL Teacher. If you need help, reach out to your building STEM Coaches and Innovators, or the district STEM Coordinator Kathy Foust (kifoust@ortn.edu) Created referencing the Buck Institute for Education Project Design Rubric.

✓ - included ✗ - not included ? - need help

✓	✗	?	PBL Component
			ALIGNED TO TN STATE STANDARDS: The project is planned around subject/grade-level standards and learning objectives. The standards should be incorporated and assessed throughout the length of the project. “No front loading.”
			KEY KNOWLEDGE, UNDERSTANDING, AND 21st CENTURY SKILLS: The project is focused on teaching students key knowledge and understanding core to the discipline, as well as 21st century skills including critical thinking, collaboration, communication, creative problem solving, and self-management.
			CHALLENGING PROBLEM OR QUESTION: The project is based on a meaningful problem to solve or a question to answer that balances challenge, authenticity, and relevance for students. Project is driven by an open-ended, engaging essential question.
			PROJECT LAUNCH: A launch is planned that gets students involved in thinking about the problem right away, clearly articulates the problem or essential question to students, creates a “need-to-know,” and gives students a sense of where they are going during the project.
			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.
			UTILIZES EXPERTS: Subject-area experts, community members, or product experts are involved in the project, whether through consulting with teachers during the planning stage, launching the unit to students, having Q & A sessions or panels with students, providing feedback on student work, or serving as a final presentation audience member.
			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.
			REFLECTION: The project provides opportunities for students to reflect on what and how they are learning, and on the project’s design and implementation.
			FEEDBACK & REVISION: The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.
			ASSESSMENT: The project includes frequent formative assessment tools, rubric(s), summative assessment(s), and processes for self- and peer-assessment.
			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.