

## Project Based Learning Criteria for Inclusion in Projects/WebQuests

**Title of Project/WebQuest** \_\_\_\_\_

*Please use the following criteria and likert scale to evaluate the degree in which the project supports the tenets of Project Based Learning. If you consider the criteria is fully developed in a project, circle a [5]. To the extent the criteria could be developed, circle the appropriate number with [1] indicating a great deal of development is needed.*

Needs									Well
Development	1	2	3	4	5				Developed

**Authentic Tasks:**

*The degree to which the project*

- Includes an “essential” question that would be asked in the real world. 1 2 3 4 5
- Requires students to demonstrate proficiency by applying existing knowledge to solve a real-world problem. 1 2 3 4 5
- Results in a student product that has value and use outside the classroom (i.e. an advertisement, a brochure, a website, or a presentation). 1 2 3 4 5
- Includes a strategy in which students share their work with an audience outside the classroom (i.e. a web site, a CD-ROM, or Open House). 1 2 3 4 5
- Integrates technology and other kinds of tools available in the world outside the classroom to fulfill project goals (i.e. digital cameras, video cameras, presentation tools, spreadsheets, databases, word processing programs, art tools). 1 2 3 4 5
- Assesses team’s ability to answer the essential question, solve a problem, and provide a solution. 1 2 3 4 5
- Is aligned with National educational Technology Standards (NETS) for the identified grade level(s) and target audience. 1 2 3 4 5

## **Interdisciplinary Study**

### ***The degree to which the project***

- Is anchored in core curriculum 1 2 3 4 5
- Supports the appropriate Content Area State Standards. 1 2 3 4 5
- Enables and encourages cross discipline inquiry and application (i.e. multidisciplinary). 1 2 3 4 5
- Requires students to seek knowledge and information from “outside” resources (i.e. guest speakers, experts in a field). 1 2 3 4 5
- Enables students to apply the information they already know or are learning to solve problems, determine connections, and assess relationships. 1 2 3 4 5

## **Assessment**

### ***The degree to which the educational objectives***

- and assessment strategies are clearly obtainable and measurable. 1 2 3 4 5
- and opportunities for assessment through student performance are embedded in the project. 1 2 3 4 5
- are assessed though the use of a rubric or alternative assessment strategies which are described in detail. 1 2 3 4 5
- Supports the needs of individual learners. 1 2 3 4 5

## **Collaboration**

### ***The degree to which the project***

- Allows students to work in collaborative, heterogeneous teams to solve problems and create solutions. 1 2 3 4 5
- Provides opportunity for students to identify their own strengths and weaknesses to ultimately achieve their team goals. 1 2 3 4 5
- Allows students to construct their own learning experiences. 1 2 3 4 5
- Encourages students to communicate and share ideas. 1 2 3 4 5

**Self-Direction**

*The degree to which the project*

- Encourages students to be responsible for locating information and finding answers on their own. 1 2 3 4 5
- Provides periodic student self-assessment and reflection throughout the process. 1 2 3 4 5
- Enables students to become “experts” in the field or on the topic. 1 2 3 4 5
- Supports the needs of individual learners. 1 2 3 4 5
- Supports a student-centered learning environment where the teacher functions as facilitator and coach. 1 2 3 4 5