

PBL Survey

Project-Based Learning



The PBL Survey can be used to gather baseline, interim, and summative data on the understanding and use of the essential elements of the PBL as defined by the Buck Institute for Education. The items are drawn from and aligned with the advanced level of the rubric.

Teachers should use the survey items to self-rate themselves and gather descriptive evidence of current practices that match the essential elements of PBL. Individual and team composite scores can be used as a measure of PBL understanding and use. Participation in the survey and follow-up discussions provide opportunities to become more familiar with the PBL vocabulary and concepts, as well as generate ideas for a better implementation of targeted PBL elements.

This tool provides baseline and summative ratings of PBL practice and can document evidence of improvement. The results can be used to identify areas of strengths and weaknesses, as well as inform improvement goals and instructional strategies to try. Although this tool has been organized to parallel the steps of backwards design, it provides further clarity on the specific features of PBL (e.g., student voice and choice; solving real-world problems; etc.) This tool is most useful for gathering baseline and summative scores.

- The PBL Survey can be used to gather early data for a solid baseline.
- An interim (mid-year) and summative (end-of-year) administration can provide multiple data points across a school year, as well as check-in points for your PLC to make strategic decisions about what strategies they have tried and what they should test next.
- The PBL Checklist can then be used as a "light weight" interim measure to help monitor progress and collect timely evidence to support later survey ratings.

The survey takes about 15 minutes to administer. A coach or team leader can use a spreadsheet to calculate the average team scores for each item (approximately 15 minutes). The results can then be used to inform a discussion of goals and strategies (up to 30 minutes). The administration of this tool can be done as a team or individually. Preferably, everyone on the team should participate in taking the survey to get a more accurate team score. Having team members take it outside of your PLC meeting will save your team planning time, and allow the coach or team leader to prepare the team scores and focused questions to guide the discussion around the findings. You can do this process using a paper survey, but an online survey tool or digital form that exports to a spreadsheet will expedite the data entry, aggregation, sharing, and use of the findings.

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PBL Survey

Desired Results

Please reflect on how often the items are TRUE about your CURRENT curriculum design practice, and then select a rating from 0-Never to 4-Almost Always.

How often are the following items true about your curriculum design?

	0-Never	1-Rarely	2-Sometimes	3-Often	4-Almost Always
My curriculum is focused on teaching students important knowledge and skills derived from standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My curriculum is focused on teaching students important knowledge and skills derived from and key concepts at the heart of academic subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My curriculum is driven by open-ended questions allowing students to develop more than one reasonable, complex answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My curriculum motivates students to learn because they genuinely find the content to be relevant and meaningful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide some examples of big ideas, essential questions, and standards that you are using.

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Assessment Evidence

Please reflect on how often the items are TRUE about your CURRENT curriculum design practice, and then select a rating from 0-Never to 4-Almost Always.

How often are the following items true about your curriculum design?

	0-Never	1-Rarely	2-Sometimes	3-Often	4-Almost Always
Students are provided with regular, structured opportunities to give and receive feedback about the quality of their work-in-progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are taught how to constructively critique each other's work-in-progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use feedback about the quality of their work to revise and improve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At key checkpoints, students and the teacher engage in thoughtful, comprehensive reflection on what students are learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At key checkpoints, students and the teacher engage in thoughtful, comprehensive reflection on the project's design and management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students present or exhibit their work to an audience that includes other people from both within and outside the school, which may include online audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students present culminating products and defend them in detail and in depth by explaining their reasoning behind choices they made, their inquiry process, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the project's culmination, students and the teacher engage in thoughtful, comprehensive reflection on what students learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the project's culmination, students and the teacher engage in thoughtful, comprehensive reflection on the project's design and management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide some examples of authentic assessment tasks and forms of feedback that you are using.

PBL Survey

Learning Plan

Please reflect on how often the items are TRUE about your CURRENT curriculum design practice, and then select a rating from 0-Never to 4-Almost Always.

How often are the following items true about your curriculum design?

	0-Never	1-Rarely	2-Sometimes	3-Often	4-Almost Always
Students work in collaborative teams that employ the skills of all group members when completing project tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students may collaborate with people beyond the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are asked to analyze and solve problems, and think critically, in an in-depth and sustained way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inquiry is academically rigorous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students pose questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students gather and interpret data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students ask further questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students develop and evaluate solutions or build evidence for answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have opportunities to express "voice and choice" on important matters (i.e., the topics to study, questions asked, texts & resources used, products created, use of time, and organization of tasks).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have opportunities to take significant responsibility and work independently from the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide some examples of 21c skills, in-depth inquiry, and voice and choice.

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