Project-Based Learning (PBL) Rubric

BASIC-Level	MID-Level	HIGH-Level
Deeper Learning Outcomes		
Curriculum is generally aligned with content standards for core subject area. Specific content selection is mainly directed by teacher or district curriculum. 21c skills may or may not be implicitly addressed through project work.	Curriculum is designed around core subject content standards and may make connections to other subject areas. Student interests may be considered in content selection. Content exploration is driven by core concepts, inquiry questions, and design problems. 21c skills are implicitly addressed through project work.	Curriculum is designed around content standards that connect core concepts and practices across relevant subject areas. Content is meaningful and worthwhile to students who have had a voice in its selection. Content exploration is driven by big ideas, rich generative questions, and real-world design problems. 21c skills and non-cognitive learning strategies are explicitly supported and assessed in the PBL unit.
Authentic Assessment and Feedback		
A final project or test provides a summative opportunity to demonstrate subject area understanding, knowledge, and skills. A range of activities may be graded with feedback comments from the teacher that may or may not be guided by a standards-aligned rubric.	A culminating project provides a summative opportunity to demonstrate understanding, knowledge, and skills outlined in the standards. A range of assessments may be used to provide periodic monitoring and feedback opportunities. Feedback mostly comes from the teacher and may or may not be guided by a rubric or engagement with exemplars.	Culminating projects are designed as performance assessment tasks that expect novel student-solutions to real-world problems. The final task builds on a scaffolded series of embedded assessments and related practice activities. Ongoing formative feedback is based on multiple evidence sources and is provided by self, peers, teachers, and outside content experts guided by exemplars, standards-based assessment checklists, or rubrics. Projects are shared with an authentic community audience.
Authentic Project Work		
Projects are mainly developed and directed by teachers. Project focus is likely to be on subject area concepts without an explicit connection to school or community issues. Project is meant primarily to demonstrate learning of content and skills.	Projects are developed and directed by teachers, but students may be provided some options around the problems, activities, or project ideas. Project focus may be related to addressing a school or community issue. Students may have opportunities to work as collaborative groups to solve problems. Project organizers are provided to monitor work progress. Projects may be shared publicly as part of a school fair or display.	Students have a voice and choice in the development and revision of inquiry questions, design problems, and project planning. Multiple activities and feedback opportunities build skills and knowledge to solve meaningful, engaging problems of interest to students. Activities require students to work independently and as a group, think critically about the content and its relation to society, manage project steps and resources, and monitor progress towards goals. Final projects should demonstrate the construction of knowledge, as well as argue an evidence-based case using elaborated forms of communication.

Learning Studios Toolkit

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