

Project-Based Learning Checklist

Before the Project:

□ *Establish Main Themes*

- Identify the Essential Question (real-world challenge) that students will tackle throughout the project.
- Set project objectives. (Which 21st-century skills will students be able to demonstrate by the end of this initiative?)
- Learn which skills students must acquire before the start of the project in order to be successful.

□ *Map Out the Scope*

- Envision what the final project(s) will be and prototype it.
- Choose a rubric or evaluation system.
- Identify which standards align to the PBL initiative.
- Choose a format for student reflections at the end of the initiative.
- Outline a full timeline for the project, including the two weeks before the project starts.
- Identify opportunities for cross-curricular collaboration. (Will students be learning about a relevant topic in a different subject area?)

□ *Identify Necessary Resources*

- List out all the resources and materials that students will need access to in order to complete their projects (such as tools, supplies, technology, and software applications).
- If necessary, book classrooms or labs for student work, or a school bus for a field trip.
- Seek out experts in the community who could present on a topic or participate in final evaluation of the projects.

At the Start of the Project:

□ *Set Expectations*

- Introduce the Essential Question (real-world challenge) to students.
- Go over the PBL timeline with students.
- Provide students with the rubrics they will be graded on at the end of the project.
- Ask students to sign an “Expectations and Agreement” letter outlining the scope of their project and their commitment to it.
- Send home a letter to parents providing an overview of the PBL initiative.

□ *Help Students Plan their Project*

- Separate students into small groups to work on tackling the Essential Question with a realistic project.
- Ask students to identify a measurable goal for their project that aligns with the teacher-introduced Essential Question.
- Ask students how they will measure the success of their goal.
- Have students identify what they will turn in for evaluation at the end of the project (for instance, a presentation, campaign, video or product).
- Ask students to outline the necessary research and tasks they must complete in order to achieve their project goals.

- Have students identify which group members will be responsible for certain tasks, and what the due dates for those tasks will be.

During the Project:

□ *Give Students the Reins – but Help them Stay Focused*

- Schedule regular check-ins to keep students on track (this could take the form of quizzes, workshops, class discussions, graphic organizers, assigned readings, or one-on-one meetings).
- Bring in experts to provide feedback on the students' in-progress work (or to provide more context on a topic).
- If possible, collaborate with colleagues to bring in relevant subject material from other classes into the project discussions or scope.

At the End of the Project:

□ *Evaluate Success*

- Each group should present their final project to a public audience.
- Students should complete a self-evaluation (going over how they contributed to their group, what they would change in the future, and what they learned from the project).
- Groups should deliver a measured analysis on how successful they were in achieving their project goals.
- As a teacher, complete your own self reflection: What would you do differently? What did you learn?