

# Individual Progress Report

**Project Title:**

**Student Name:**

**Date:**

**For the time period of:**

**During this time period, my goals were:**

1.

2.

3.

**During this time period, I accomplished:**

1.

2.

3.

**My next steps are:**

1.

2.

3.

**My most important concerns, questions or problems are:**

1.

2.

3.

# Team Progress Report

**Project Title:**

**Team Members:**

**Date:**

**For the time period of:**

**During this time period, our goals were:**

1.

2.

3.

**During this time period, we accomplished:**

1.

2.

3.

**Our next steps are:**

1.

2.

3.

**Our most important concerns, questions or problems are:**

1.

2.

3.

# Task Progress Report

**Project Title:**

**Date:**

**Team Members:**

Task	Who is responsible	Due date	Status (% complete)	Done ✓
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Name:  
 Project Name:  
 Date:

# Presentation Rubric

Criteria	Weight	Novice (0-2)	Beginning (3-5)	Proficient (6-8)	Exemplary (9-10)	Notes	Score
<b>Structure and Organization</b>	30%	<ul style="list-style-type: none"> <li>No formal introduction</li> <li>Main ideas were not separated into a logical progression.</li> <li>Important ideas were not supported with references or data.</li> <li>No conclusion</li> <li>Presentation greatly outside of time allotted</li> </ul>	<ul style="list-style-type: none"> <li>Introduction had no clear thesis statement; offered no preview of topics to be discussed.</li> <li>Logical progression of ideas was not consistent throughout presentation</li> <li>Speaker supported some ideas and viewpoints through references to text or other works.</li> <li>Conclusion did not adequately summarize presentation.</li> <li>Presentation did not use time allotted.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction had clear thesis statement and a preview of topics to be discussed.</li> <li>Main ideas were separated in a logical progression.</li> <li>Speaker supported key ideas and viewpoints through accurate, detailed references to text or other works.</li> <li>Conclusion restated the thesis statement and summarized the ideas presented.</li> <li>Time requirement was met for specific assignment (neither too long nor too short).</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Clever attention-getting introduction or an imaginative thesis and preview</li> <li>Ideas connected by original transitions; logical throughout; creative pattern</li> <li>Conclusion tied speech together and left audience with memorable message</li> <li>Speaker used logical, ethical and emotional appeals that enhanced the tone &amp; purpose</li> </ul>		
<b>Appropriateness and Content</b>	20%	<ul style="list-style-type: none"> <li>Speaker used inappropriate language, content or examples for target audience</li> <li>Speaker did not demonstrate a clear understanding of the assignment requirements or content</li> <li>Speaker did not understand purpose of the presentation throughout</li> </ul>	<ul style="list-style-type: none"> <li>Speaker frequently used inappropriate language, content or examples</li> <li>Speaker frequently did not demonstrate a clear understanding of the requirements and content.</li> <li>Speaker frequently did not seem to understand purpose of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>Speaker used appropriate language and examples</li> <li>Speaker displayed a clear understanding of assignment requirements and content</li> <li>Speaker understood purpose of the presentation</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Examples and words were creative and well-chosen for target audience</li> </ul>		
<b>Vocal Expression</b>	15%	<ul style="list-style-type: none"> <li>Speaker was hard to hear or understand</li> <li>Voice or tone distracted from purpose of presentation</li> <li>Excessive use of verbal fillers</li> <li>Did not memorize any lines</li> </ul>	<ul style="list-style-type: none"> <li>Speaker was hard to hear or understand</li> <li>Voice or tone distracted from purpose of presentation</li> <li>Some use of verbal fillers</li> <li>Not all lines memorized</li> </ul>	<ul style="list-style-type: none"> <li>Speaker was easy to hear and understand</li> <li>Tone was conversational, but with purpose</li> <li>Voice sounded natural, neither patterned nor monotone</li> <li>Words pronounced clearly, correctly, without verbal fillers</li> <li>Had lines memorized, or appeared very comfortable.</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Speaker was enjoyable to hear; used expression and emphasis</li> <li>Speaker used voice to create an emotional response in audience</li> <li>Speaker appeared very poised.</li> </ul>		
<b>Physical Characteristics</b>	10%	<ul style="list-style-type: none"> <li>Little eye contact with audience throughout</li> <li>Poor or slouchy posture throughout</li> <li>Movements were stiff or unnatural throughout</li> <li>Inappropriate attire</li> </ul>	<ul style="list-style-type: none"> <li>Some eye contact with audience</li> <li>Frequently showed poor or slouchy posture</li> <li>Movements were stiff or unnatural frequently during presentation</li> <li>Attire was barely acceptable for audience</li> </ul>	<ul style="list-style-type: none"> <li>Strong eye contact with entire audience</li> <li>Posture conveyed confidence</li> <li>Gestures and movements were natural and effective</li> <li>Attire was appropriate for audience and purpose</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Posture was commanding and purposeful</li> <li>Attire was chosen to enhance presentation</li> </ul>		
<b>Overall Impact</b>	15%	<ul style="list-style-type: none"> <li>Speaker appeared bored by the message or presented without conviction</li> </ul>	<ul style="list-style-type: none"> <li>Speaker appeared somewhat engaged by the message and presented with some conviction</li> </ul>	<ul style="list-style-type: none"> <li>Speaker appeared to believe strongly in message and demonstrated desire to have audience listen, understand and remember</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Overall presentation was creative, exciting</li> </ul>		
<b>Features</b>	10%	<ul style="list-style-type: none"> <li>Materials detracted from content or purpose of presentation or were of such low quality as to discredit the speaker</li> </ul>	<ul style="list-style-type: none"> <li>Materials sometimes distracted from the presentation</li> </ul>	<ul style="list-style-type: none"> <li>Materials added to and did not detract from presentation</li> <li>Materials were quality products; easy</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Creatively integrated a variety of objects, charts, graphs to amplify the message to see and hear</li> </ul>		

Team Name:  
 Project Name:  
 Date:

# Team Report Rubric

Criteria	Weight	Novice (0-2)	Beginning (3-5)	Proficient (6-8)	Exemplary (9-10)	Notes	Score
<b>Organization</b>	20%	<ul style="list-style-type: none"> <li>No formal introduction</li> <li>Main ideas were not separated into a logical progression.</li> <li>No conclusion.</li> <li>Did not follow mandatory table of contents</li> <li>A bibliography or reference section is missing.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction had no clear thesis statement; offered no preview of topics to be discussed.</li> <li>Logical progression of research was not consistent throughout</li> <li>Conclusion did not adequately summarize research.</li> <li>Did not follow mandatory table of contents</li> <li>The reference sections contains an inadequate number of primary or secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Introduction had clear thesis statement</li> <li>Main ideas were separated in a logical progression.</li> <li>Conclusion restated the thesis statement and summarized the ideas presented.</li> <li>Followed mandatory table of contents</li> <li>A reference section identifies an adequate number of primary and secondary sources.</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Clever attention-getting introduction or an imaginative thesis</li> <li>Ideas connected by original transitions; logical throughout; creative pattern</li> <li>A reference section identifies a variety of primary and secondary sources to enhance the group's research.</li> </ul>		
<b>Content and Analysis</b>	30%	<ul style="list-style-type: none"> <li>Not based on sound research.</li> <li>Report does not demonstrate original problem solving and reflection</li> <li>Ideas are not expressed clearly or supported by examples, reasons, details, and explanations.</li> <li>No recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>Research evident but flaws in experimental design are obvious</li> <li>Demonstrates some understanding of the topic, but with limited analysis and reflection.</li> <li>Ideas are not expressed clearly and examples, reasons, details, and explanations are lacking.</li> <li>Recommendations are not fully explained or seem unrealistic</li> </ul>	<ul style="list-style-type: none"> <li>Research demonstrates good experimental design and problem solving</li> <li>Demonstrates a general understanding of the topic and analysis of the issue(s).</li> <li>Ideas are generally expressed clearly through use of some examples, reasons, details, or explanations.</li> <li>Realistic recommendations</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Based firmly on extensive and original independent research.</li> <li>Demonstrates in-depth understanding and insight into the issue(s); thorough, careful analysis and reflection.</li> <li>Ideas are fully developed and clearly expressed.</li> <li>Original and easy-to-implement recommendations</li> </ul>		
<b>Data Manipulation</b>	20%	<ul style="list-style-type: none"> <li>No relevant graphics, tables or charts.</li> </ul>	<ul style="list-style-type: none"> <li>Graphics, tables, charts, diagrams, pictures, and/or models are mislabelled or irrelevant.</li> </ul>	<ul style="list-style-type: none"> <li>The work is well supported by useful tables, charts, diagrams, pictures, and properly labeled and captioned.</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Presentation of data significantly enhances report</li> </ul>		
<b>Mechanics and Vocabulary</b>	15%	<ul style="list-style-type: none"> <li>Errors in grammar, punctuation, spelling, and/or capitalization significantly affect the readability of the paper.</li> <li>The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.</li> <li>Language is copied from another source</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in grammar, punctuation, spelling, and/or capitalization.</li> <li>Organizational devices, such as paragraphs, sections, chapters, and transitions, are flawed or lacking.</li> <li>Writing is choppy and does not flow.</li> </ul>	<ul style="list-style-type: none"> <li>With minor exceptions, grammar, punctuation, spelling, and/or capitalization are correct.</li> <li>Minor problems with organizational devices, such as paragraphs, sections, chapters, and transitions</li> <li>The work is written in the author's own words.</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Organizational devices, such as paragraph sections, chapters, and transitions, have been used effectively.</li> <li>Creative and concise use of appropriate vocabulary</li> </ul>		
<b>Overall Impact</b>	15%	<ul style="list-style-type: none"> <li>The piece is not neat or organized, and it does not include all required elements.</li> </ul>	<ul style="list-style-type: none"> <li>The work is not neat and includes minor flaws or omissions or required elements.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation is good. The overall appearance is generally neat, with a few minor flaws or missing elements.</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>The work is well presented and includes all required elements. The overall appearance is neat and professional.</li> </ul>		

Name:

Topic:

Date:

# Independent Research Paper Rubric

Criteria	Weight	Novice (0-2)	Beginning (3-5)	Proficient (6-8)	Exemplary (9-10)	Notes	Score
<b>Organization and Content</b>	30%	<ul style="list-style-type: none"> <li>No formal introduction</li> <li>Main ideas were not separated into a logical progression.</li> <li>Important ideas were not supported with references or data.</li> <li>No conclusion.</li> <li>Did not follow length requirements.</li> <li>A bibliography or reference section is missing.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction had no clear thesis statement; offered no preview of topics to be discussed.</li> <li>Logical progression of ideas was not consistent throughout</li> <li>Conclusion did not adequately summarize research.</li> <li>Did not follow length requirements.</li> <li>The reference sections contains an inadequate number of primary or secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Introduction had clear thesis statement</li> <li>Main ideas were separated in a logical progression.</li> <li>Research supported key ideas and viewpoints through accurate, detailed references to text or other works.</li> <li>Conclusion restated the thesis statement and summarized the ideas presented.</li> <li>Met word requirements.</li> <li>A reference section identifies an adequate number of primary and secondary sources.</li> </ul>	<p>In addition to meeting the <i>Proficient</i> criteria:</p> <ul style="list-style-type: none"> <li>Clever attention-getting introduction or an imaginative thesis</li> <li>Ideas connected by original transitions; logical throughout; creative pattern</li> <li>A reference section identifies a variety of primary and secondary sources, which have been expertly woven into the paper.</li> </ul>		
<b>Analysis and Communication</b>	20%	<ul style="list-style-type: none"> <li>Demonstrates little understanding of the topic and shows no analysis or reflection.</li> <li>Ideas are not expressed clearly or supported by examples, reasons, details, and explanations.</li> <li>No interpretation and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some understanding of the topic, but with limited analysis and reflection.</li> <li>Ideas are not expressed clearly and examples, reasons, details, and explanations are lacking.</li> <li>Examines the issue from a single perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a general understanding of the topic and analysis of the issue(s).</li> <li>Ideas are generally expressed clearly through use of some examples, reasons, details, or explanations.</li> <li>Examines the issues from more than one perspective</li> </ul>	<p>In addition to meeting the <i>Proficient</i> criteria:</p> <ul style="list-style-type: none"> <li>Demonstrates in-depth understanding and insight into the issue(s); thorough, careful analysis and reflection.</li> <li>Ideas are fully developed and clearly expressed.</li> <li>In-depth examination of the issues from multiple perspectives.</li> </ul>		
<b>Mechanics and Vocabulary</b>	20%	<ul style="list-style-type: none"> <li>Errors in grammar, punctuation, spelling, and/or capitalization significantly affect the readability of the paper.</li> <li>The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.</li> <li>Language is copied from another source</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in grammar, punctuation, spelling, and/or capitalization.</li> <li>Organizational devices, such as paragraphs, sections, chapters, and transitions, are flawed or lacking.</li> <li>Writing is choppy and does not flow.</li> </ul>	<ul style="list-style-type: none"> <li>With minor exceptions, grammar, punctuation, spelling, and/or capitalization are correct.</li> <li>There are some problems with organizational devices, such as paragraphs, sections, chapters, and transitions</li> <li>The work is written in the author's own words.</li> </ul>	<p>In addition to meeting the <i>Proficient</i> criteria:</p> <ul style="list-style-type: none"> <li>Organizational devices, such as paragraph sections, chapters, and transitions, have been used effectively.</li> <li>Creative and concise use of appropriate vocabulary</li> </ul>		
<b>Effectiveness of Visual Aids</b>	15%	<ul style="list-style-type: none"> <li>No relevant graphics, tables or charts.</li> </ul>	<ul style="list-style-type: none"> <li>Graphics, tables, charts, diagrams, pictures, and/or models are mislabelled or irrelevant.</li> </ul>	<ul style="list-style-type: none"> <li>The work is supported by carefully illustrated and useful tables, charts, diagrams, pictures, and properly labeled and captioned.</li> </ul>	<p>In addition to meeting the <i>Proficient</i> criteria:</p> <ul style="list-style-type: none"> <li>Use of tables, charts, diagrams and pictures significantly enhance the readability and effectiveness of the paper.</li> </ul>		
<b>Overall Impact</b>	15%	<ul style="list-style-type: none"> <li>The piece is not neat or organized, and it does not include all required elements.</li> </ul>	<ul style="list-style-type: none"> <li>The work is not neat and includes minor flaws or omissions or required elements.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation is good. The overall appearance is generally neat, with a few minor flaws or missing elements.</li> </ul>	<p>In addition to meeting the <i>Proficient</i> criteria:</p> <ul style="list-style-type: none"> <li>The work is well presented and includes all required elements. The overall appearance is neat and professional.</li> </ul>		

Name:  
 Team member assessed:  
 Date:

# Self/Peer Assessment Rubric

Criteria	Weight	Unsatisfactory (0-2)	Minimum (3-5)	Proficient (6-8)	Exemplary (9-10)	Notes	Score
<b>Leadership and Initiative</b>	25%	<ul style="list-style-type: none"> <li>Team member did not participate.</li> </ul>	<ul style="list-style-type: none"> <li>Team member played a passive role, generating few new ideas.</li> <li>Tended to only do what he or she was told to do by others, or did not seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Team member played an active role in generating new ideas.</li> <li>Took initiative in getting tasks organized and completed and sought help when needed.</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Team member provided leadership to the team by thoughtfully organizing and dividing the work, checking on progress or providing focus and direction for the project.</li> </ul>		
		<b>Example:</b>					
<b>Facilitation and Support</b>	25%	<ul style="list-style-type: none"> <li>Team member seemed unable or unwilling to help others.</li> <li>Made non-constructive criticisms toward the project or other team members, or distracted other members.</li> </ul>	<ul style="list-style-type: none"> <li>Team member occasionally demonstrated a willingness to help other team members.</li> <li>Rarely contributed to creating a positive work environment.</li> </ul>	<ul style="list-style-type: none"> <li>Team member demonstrated willingness to help other team members.</li> <li>Actively listened to the ideas of others and helped create a positive work environment.</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Team member actively checked with others to understand how each member was progressing and how he or she could be of help.</li> </ul>		
		<b>Example:</b>					
<b>Contributions and Work Ethic</b>	50%	<ul style="list-style-type: none"> <li>Team member was often off-task, did not complete assignments or duties or had attendance problems that significantly impeded progress on the project.</li> <li>He or she may have worked hard, but on relatively unimportant parts of the project.</li> </ul>	<ul style="list-style-type: none"> <li>Team member contributed, but had to be asked repeatedly.</li> <li>Occasional absences impede the work of the group.</li> </ul>	<ul style="list-style-type: none"> <li>Team member was prepared to work each day, met due dates by completing assignments or duties and worked hard on the project most of the time.</li> <li>If absent, other team members knew the reason and progress was not significantly impeded.</li> </ul>	In addition to meeting the <i>Proficient</i> criteria: <ul style="list-style-type: none"> <li>Team member made up for work left undone by other team members and demonstrated willingness to spend significant time outside of class or school to complete the project.</li> </ul>		
		<b>Example:</b>					

# *Self-Reflection on Learning*

**Spend a few minutes to analyze your performance on team and individual tasks. This is for my information only - it will not be graded.**

1. Describe the project in a sentence or two.
2. What is the most important thing you learned during this project?
3. What do you wish you had spent more time on?
4. What big idea(s) did this project help you understand?
5. What do you wish you had done differently?
6. What part of the project did you do your best work on?
7. What was the most enjoyable part of this project?
8. What was the least enjoyable part of this project?
9. How could your teacher(s) change this project to make it better next time?

# Team Observation Checklist

**Project Title:**

**Date:**

**Team Members:**

**Observe a team for five to ten minutes. Check the boxes that best describe team member participation.**

**All team members**

**Some team members**

**No team members**

**Not applicable**

**When starting on a new task, team members:**

Agree on an agenda or plan

Begin work promptly

Figure things out without teacher assistance

Share responsibilities

**When conducting research, team members:**

Consult primary sources

Make notes

Have relevant conversations

Evaluate the significance of new information

Stay on task

**When discussing project work, team members:**

Ask clarifying questions

Give each other a chance to speak

Make decisions efficiently

Record decisions and plans

Share essential information

Stay on task

# *Audience Feedback*

**Presentation Title:**

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**Team:**

**Date:**

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**Thank you for attending our project presentations and for taking the time to write thoughtful answers to the following questions.**

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What did you learn from this presentation, or what did it make you think about?

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What were the strengths of this presentation?

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How might this presentation be improved?

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Any other comments about this presentation?

# Teacher's Post PBL Reflection

**Title:**

**Date:**

Student engagement	
Overall idea	
Overall results for student learning	
Authenticity of tasks and work products	
Quality and usefulness of driving question	
Scope (length of time, complexity, number of subjects/people/organizations involved, etc.)	
Selection of learning outcomes	
Selection of appropriate 21st century skills	
Selection of culminating products and performances	
Effectiveness of entry event	
Quality of rubrics	
Quantity and mix of scaffolding and learning activities	

Ability of students to work well in teams	
Ability of students to work well independently	
Ability of students to use inquiry skills and think deeply	
My management of the process	
Involvement of other adults	
Adequacy of resources	

Other thoughts:

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