**Driving Question (DQ), Curricular Objectives, and Standards**

|  |  | **Incorporates Best PBL Practices**  **(4 pts)** | **Needs Further Development**  **(2 pts)** | **Lacks Essential PBL Characteristics**  **(0 pts)** |
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| **Driving Question (DQ)** | Structure | * The DQ is ill-structured and open to multiple interpretations * The DQ will lead students to develop more than one reasonable complex answer * The DQ will provide students with a meaningful focus for their work | * The DQ is somewhat structured with several focused and defined elements * The DQ is more like a general theme without any focus | * The DQ is well-defined and leads students towards a single solution * The DQ sounds too much like it came from a textbook |
| Academic Rigor | * Answering the DQ requires students to build relevant content knowledge in the area of sustainable energy appropriate for age level (not simply acquire or apply knowledge) | * Answering the DQ requires students to acquire and apply somewhat relevant information from a variety of sources on a topic somewhat age appropriate | * Answering the DQ requires students to acquire factual information that they memorize or repeat on topics that are not age appropriate and/or irrelevant to this group |
| Inter-disciplinary | * The DQ requires investigations that require work within multiple disciplines | * The DQ references other disciplines but is mainly centered on one discipline | * The DQ is strictly focused on one discipline with little to no tie-in with other disciplines. |
| Authenticity | * The DQ reflects authentic issues or challenges within sustainable energy that concern students, their communities, and/or professionals in the field * The DQ is understandable and inspiring to students * The DQ requires tasks and products that replicate work done in the world outside of the classroom including collaboration | * The DQ does not completely reflect authentic issues * The DQ requires some collaboration with experts and/or community members * The DQ requires tasks and products that somewhat resemble work done in the world outside of the classroom | * The DQ is unrealistic to the student population * The DQ requires tasks and products that would not be appropriate, interesting, or useful outside of a school setting * No collaboration is necessary |
| **Curricular Objectives** | Knowledge | * Objectives are stated as knowledge construction including growth over time | * Objectives are stated as a combination of knowledge construction and mastery of specific skills | * Objectives are stated as mastery of specific skills |
| Instructional Methods | * Objectives can be accomplished through authentic problem-solving activities | * Objectives can be accomplished through a mixture of instructional methods, including direct instruction and authentic problem solving | * Objectives can be accomplished through lecture or direct instruction |
| Student Involvement | * Objectives require students to work on their own goals and to use personal interpretations and experiences to develop their own questions and investigations | * Objectives require some personal interpretation and experience | * Objectives do not require students to make any personal interpretations or use their experiences because all goals and investigations are predetermined |
| Assessment | * Objectives can be assessed through projects using rubrics | * Objectives can be assessed through a combination of standardized and performance tests | * Objectives can be assessed through standardized tests |
| **Standards** | State Content | * Specific state content standards represent essential skills and understandings needed to successfully answer the DQ | * There are too few or too many state content standards based on what is needed to answer the DQ | * Content outcomes are not specified or do not align with state content standards |
| 21st Century Skills | * Specific 21st century skills are targeted to be taught and assessed | * Too few or too many 21st century skills are targeted to be taught and assessed | * 21st century skills are ignored or not explicitly developed |
|  |  |  |  | **Total Score\_\_\_\_\_\_\_/40** |