**Student Activities and Scaffolds**

|  |  | **Incorporates Best PBL Practices****(4 pts)** | **Needs Further Development****(2 pts)** | **Lacks Essential PBL Characteristics****(0 pts)** |
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| **Student Role** | Student voice | * Students have choice and a voice in the major decisions
 | * Students have some choice on less important matters like how to divide the work
 | * The problem and tasks are teacher-structured and determined mainly by the curriculum
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| Independence | * Students have opportunities to take significant responsibility for their learning after being adequately equipped
 | * Students are capable of working more independently than is expected of them
* Students are expected to and capable of working independently but have not been equipped with some of the skills they will need
 | * Students are expected to work too much on their own without adequate guidance
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| Involvement | * Students actively construct their own understanding in sustainable energy through identifying and using resources to help develop and present a solution
 | * Students actively construct their own understanding while using resources and information defined and/or delivered by the instructor
 | * Students use resources and information directly provided by the instructor
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| **Grouping** | Plan for Grouping | * Plan for grouping students is designed to facilitate student working in collaborative teams that employ the skills of all the group members when completing tasks
 | * Plan for grouping students will allow students to work in teams but the final product simply requires that individual work be pieced together
 | * A specific plan for grouping students is not present and students complete all tasks as individuals
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| **Collaboration** | Group Collaboration | * A plan for training students to work collaboratively in groups is presented including the following skills:
* Setting and agreeing upon goals
* Assigning roles
* Ensuring students use class time efficiently
* Ensuring all students participate equally
 | * A plan for some training on group collaboration skills is included
* The teacher determines the following:
* Daily goals for the group
* Roles of the group members

  | * Students primarily work independently with a few students doing the majority of the work
* Students are assigned groups but not given any training or guidance on effective group collaboration
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| **Collab. Cont.** | Outside Collaboration | * Students are required to collaborate with adults with relevant expertise or experience in sustainable energy
 | * Guest speakers provide some collaboration in a limited interaction format
 | * Students have limited access to experts outside of the teacher
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|  **Activities****Activities** | Entry Event | * An entry event in sustainable energy captures students attention (emotionally and intellectually engaging) and begins the inquiry process
 | * An entry event captures students’ attention but does not promote inquiry
 | * There is no entry event and students jump into the project doing the same things as other days of the project
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| Design | * Activities are designed for active student involvement in sustainable energy
 | * Activities are designed for a mix of active and passive student involvement with some content being delivered directly
 | * Activities are designed for mostly passive student involvement with most of the content delivered directly
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| **Scaffolds** | Anticipation | * The teacher anticipates areas where students are likely to have difficulties
 | * The teacher anticipates one or two areas where students are likely to have difficulties
 | * The teacher does not anticipate any areas where students are likely to have difficulties
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| Develop Scaffolds | * The teacher develops explicit plans and materials for appropriate scaffolds for areas of anticipated difficulty
 | * The teacher provides general ideas for scaffolds for anticipated areas of difficulty
 | * The teacher does not develop scaffolds
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|  |  |  |  | **Total Score\_\_\_\_\_\_\_/40** |