**Evaluation Plan**

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|  | **Incorporates Best PBL Practices** **(4 pts)** | **Needs Further Development****(2 pts)** | **Lacks Essential PBL Characteristics****(0 pts)** |
| **Formative assessment** | * A range of assessments including peer and self-evaluation are used frequently to monitor student learning and student work and to provide feedback to students, enabling them to revise and create better products
 | * On-going informal assessment and formal evaluations occur infrequently and are not able to provide enough identification and support for student difficulties
 | * All assessment is done at the end of the project
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| **Assessment** | Assessment tools | * Teacher includes a variety of developed assessment tools (e.g., Rubrics, checklists, presentations) that they will use to assess student learning of content, student processes and products, and how they will help students monitor their own development of collaboration and problem-solving skills
 | * Teacher includes 1 or 2 assessment tools for content, processes, and products of student learning and growth in the area of collaboration and problem-solving skills
 | * Teacher includes only one assessment tool for content and products of student learning and fails to assess student learning processes
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| Products & Processes | * Summative assessment focuses on both team-created products and individual learning
 | * Summative assessment focuses only on one major product
 | * No summative assessments are planned or focuses only on one aspect of student learning
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| * Summative assessment includes an evaluation of student processes
 | * Summative assessment includes a time when students can answer questions about the processes they used
 | * There is no formal assessment of processes
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| * Summative assessment includes evaluation of skills including the following:
* Collaboration skills
* Problem solving skills
 | * Summative assessment includes a teacher only evaluation of skills including the following:
* Collaboration skills
* Problem solving skills
 | * Summative assessment does not include an evaluation of student skills
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| * Expectations for student products are clearly communicated to students through rubrics and other devices
 | * Expectations about the quality of work required are not clearly communicated
 | * Expectations about the quality of work required are not communicated through rubrics or other devices
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| * Students present their products publicly in a format and receive feedback and evaluations from various people
 | * Students present their products to their class and receive feedback and evaluations from their peers and teacher
 | * The teacher is the only one who reviews and evaluates student work
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|  |  |  |  | **Total Score\_\_\_\_\_\_\_/28** |