**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 |
| 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 |
| 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 |
| **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 |
| **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 |
| **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 |
| **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 |
| 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 |
| **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 |
| 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 |
|  |  |  |  | **Total Score\_\_\_\_\_\_\_/40** |