



Project-Based Learning (PBL) Levels

Project is curriculum-controlled-----Traditional*

- Project is part of curricular unit, text, etc.
- No student choice
- Graded as part of a class unit

Project is part of a class and teacher-directed-----Transitional*

- Allows for student inquiry, choice of topic within curriculum
- Students have to frame their own questions
- All students have some timeframe
- Graded as part of a class unit

Project is interdisciplinary and teacher-directed-----Transitional*

- Project is inquire-based, looks at “big procure,” still curriculum-based
- Project is interdisciplinary and thematic in nature
- Students may be in cooperative groups; teaming
- Performance and product assessment is used as well as class grade

Project is authentic and created with teacher-student interaction-----Functioning*

- Project is interdisciplinary in nature; inquire-based; authentic
- Rubrics assess performance; critical thinking and problem solving
- Student may be in cooperative group, in teams or whole class
- Project includes place-based, service learning, etc.
- Timeframe is negotiable, but within semester or units

Project is authentic and self-directed-----Exemplary*

- The “whole world is the curriculum, with state standards guiding the work
- Rubrics assess learning-to-learn skills, personal development, etc.
- Performance and products assess; performance to real-world audiences
- May be individual or group projects
- Could include place-based, service learning projects
- Non-graded, timeframe negotiable

*Note: While students within the school may be at different developmental levels and therefore operating at different levels of PBL, this school-wide assessment category reflects the level that most students are operating at and the highest level of PBL assessable to all students.