PROJECT PLANNING FORM

Project title: _____

Teacher(s): _____

School: _____

Grade level(s): _____

Subjects: _____

**STANDARDS-FOCUSED
PROJECT BASED LEARNING
Buck Institute for Education**

Begin with the End in Mind

Summarize the theme or ''big ideas'' for this project.

Identify the content standards that students will learn in this project (two to three per subject).

Identify key skills students will learn in this project.
List only those skills you plan to assess (two to four per project).

Identify the habits of mind that students will practice in this project (one to two per project).

Identify district outcomes or school-wide outcomes to be included in this project.

● *Does the project meet the criteria for standards-focused PBL?*

Craft the Driving Question

State the essential question or problem statement for the project. The statement should encompass all project content and outcomes, and provide a central focus for student inquiry.

● Have you posed an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer?

Plan the Assessment

Step 1: Define the products and artifacts for the project:

Early in the Project:

During the Project:

End of the Project:

Plan the Assessment

Step 2: State the criteria for exemplary performance for each product:

Product:

Criteria:

Product:

Criteria:

Product:

Criteria:

Product:

Criteria:

● *Do the products and criteria align with the standards and outcomes for the project?*

Map the Project

Look at one major product for the project and analyze the tasks necessary to produce a high-quality product. What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills?

Product:

KNOWLEDGE AND SKILLS NEEDED	ALREADY HAVE LEARNED	(Check appropriate box) TAUGHT BEFORE THE PROJECT	TAUGHT DURING THE PROJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

What project tools will you use?

- ☐ Know / need to know lists   ☐ _____
- ☐ Daily goal sheets   ☐ _____
- ☐ Journals   ☐ _____
- ☐ Briefs   ☐ _____
- ☐ Task lists   ☐ _____
- ☐ Problem logs   ☐ _____

● *Do the products and tasks give all students the opportunity to demonstrate what they have learned?*

Map the Project

Draw the storyboard for this project, with activities, resources, timelines, and milestones.

Use the Tuning Protocol with other teachers or a group of students to refine the project design or guide you further in your planning. What other thoughts do you now have on the project?

● *What challenges or problems might arise in this project?*

Manage the Process

List preparations necessary to address needs for differentiated instruction for ESL students, special-needs students, or students with diverse learning styles.

How will you and your students reflect on and evaluate the project?
- ☐ Class discussion
- ☐ Fishbowl
- ☐ Student-facilitated formal debrief
- ☐ Teacher-led formal debrief
- ☐ Student-facilitated formal debrief
- ☐ Individual evaluations
- ☐ Group evaluations
- ☐ Other: _____
- ☐ _____

● *What do you expect to learn from this project?*