Assessing Project-Based Learning

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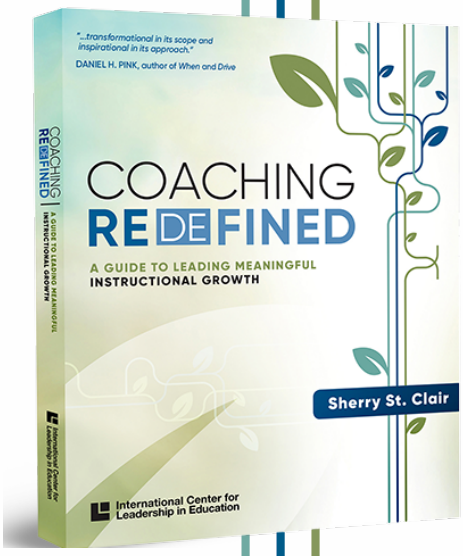
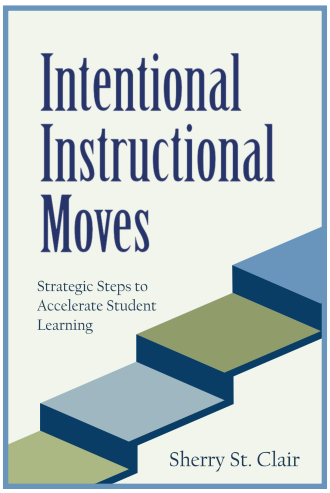
Sherry St. Clair is the visionary founder of Reflective Learning LLC, an esteemed educational consulting agency headquartered in Kentucky. Her organization partners with schools globally, delivering tailored training and coaching services designed specifically for school administrators, instructional coaches and educators. Sherry possesses a master's degree in Instructional Leadership and holds a Rank I certification in Instructional Supervision.

With a wealth of experience in public education, Sherry has excelled in various roles, including elementary school teacher, high school administrator overseeing 1,300 students, state consultant, and creator of virtual courses. As a Senior Consultant for the International Center for Leadership in Education and Houghton Mifflin Harcourt, she has earned recognition as a sought-after international speaker and consultant. Sherry specializes in instructional leadership, effective classroom practices, classroom walkthroughs, data utilization, and establishing frameworks for successful classroom coaching, all driven by her passion for coaching schools to meet the diverse needs of every student.

In her commitment to advancing education, Sherry developed virtual instructional workshops for the CTE Technical Assistance Center of New York. Collaborating with the Successful Practices Network, Houghton Mifflin Harcourt, and The School Superintendent Association (AASA), she has worked to scale innovative practices across educational settings. Additionally, through the Georgia Association of Educational Leaders, she has facilitated Literacy Leadership Institutes for the past five years, empowering district leaders, school administrators, and instructional coaches to focus on leading research-based literacy improvements within their schools and communities.

Sherry is also a contributing author to notable works such as Effective Instructional Strategies Volume 2, published by the International Center for Leadership in Education, and 100 No-Nonsense Things That All Teachers Should Stop Doing. She has authored numerous professional learning activity guides and led webinar series centered on leadership and effective instructional practices. Her influential publication, Coaching Redefined: A Guide to Leading Meaningful Instructional Growth, released in June 2019, has been embraced by instructional leaders worldwide. Her latest book, Intentional Instructional Moves, launched in October 2024, continues to extend her impact in the field.





Visible Learning^{plus} 250+ Influences on Student Achievement

STUDENT		ES
Prior knowledge and background		
Field independence		0.68
Non-standard dialect use		-0.29
Piagetian programs		1.28
Prior ability		0.94
Prior achievement		0.55
Relating creativity to achievement		0.40
Relations of high school to university achievement		0.60
Relations of high school achievement to career performance		0.38
Self-reported grades		1.33
Working memory strength		0.57
Beliefs, attitudes and dispositions		
Attitude to content domains		0.35
Concentration/persistence/ engagement		0.56
Grit/incremental vs. entity thinking		0.25
Mindfulness		0.29
Morning vs. evening		0.12
Perceived task value		0.46
Positive ethnic self-identity		0.12
Positive self-concept		0.41
Self-efficacy		0.92
Stereotype threat		0.33
Student personality attributes		0.26
Motivational approach, orientation		
Achieving motivation and approach		0.44
Boredom		-0.49
Deep motivation and approach		0.69
Depression		-0.36
Lack of stress		0.17
Mastery goals		0.06
Motivation		0.42
Performance goals		-0.01
Reducing anxiety		0.42
Surface motivation and approach		-0.11
Physical influences		
ADHD		-0.90
ADHD – treatment with drugs		0.32
Breastfeeding		0.04
Deafness		-0.61
Exercise/relaxation		0.26
Gender on achievement		0.08
Lack of illness		0.26
Lack of sleep		-0.05
Full compared to pre-term/low birth weight		0.57
Relative age within a class		0.45

CURRICULA		ES
Reading, writing and the arts		
Comprehensive instructional programs for teachers		0.72
Comprehension programs		0.47
Drama/arts programs		0.38
Exposure to reading		0.43
Music programs		0.37
Phonics instruction		0.70
Repeated reading programs		0.75
Second/third chance programs		0.53
Sentence combining programs		0.15
Spelling programs		0.58
Visual-perception programs		0.55
Vocabulary programs		0.62
Whole language approach		0.06
Writing programs		0.45
Math and sciences		
Manipulative materials on math		0.30
Mathematics programs		0.59
Science programs		0.48
Use of calculators		0.27
Other curricula programs		
Bilingual programs		0.36
Career interventions		0.38
Chess instruction		0.34
Conceptual change programs		0.99
Creativity programs		0.62
Diversity courses		0.09
Extra-curricula programs		0.20
Integrated curricula programs		0.47
Juvenile delinquent programs		0.12
Motivation/character programs		0.34
Outdoor/adventure programs		0.43
Perceptual-motor programs		0.08
Play programs		0.50
Social skills programs		0.39
Tactile stimulation programs		0.58

HOME		ES
Family structure		
Adopted vs non-adopted care		0.25
Engaged vs disengaged fathers		0.20
Intact (two-parent) families		0.23
Other family structure		0.16
Home environment		
Corporal punishment in the home		-0.33
Early years' interventions		0.44
Home visiting		0.29
Moving between schools		-0.34
Parental autonomy support		0.15
Parental involvement		0.50
Parental military deployment		-0.16
Positive family/home dynamics		0.52
Television		-0.18
Family resources		
Family on welfare/state aid		-0.12
Non-immigrant background		0.01
Parental employment		0.03
Socio-economic status		0.52

SCHOOL		ES
Leadership		
Collective teacher efficacy		1.57
Principals/school leaders		0.32
School climate		0.32
School resourcing		
External accountability systems		0.31
Finances		0.21
Types of school		
Charter schools		0.09
Religious schools		0.24
Single-sex schools		0.08
Summer school		0.23
Summer vacation effect		-0.02
School compositional effects		
College halls of residence		0.05
Desegregation		0.28
Diverse student body		0.10
Middle schools' interventions		0.08
Out-of-school curricula experiences		0.26
School choice programs		0.12
School size (600-900 students at secondary)		0.43
Other school factors		
Counseling effects		0.35
Generalized school effects		0.48
Modifying school calendars/ timetables		0.09
Pre-school programs		0.28
Suspension/expelling students		-0.20

The Visible Learning research synthesises findings from **1,400** meta-analyses of **80,000** studies involving **300** million students, into what works best in education.

Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*

visible learning^{plus} ™

Visible Learning^{plus} 250+ Influences on Student Achievement

CLASSROOM	ES
Classroom composition effects	
Detracking	0.09
Mainstreaming/inclusion	0.27
Multi-grade/age classes	0.04
Open vs. traditional classrooms	0.01
Reducing class size	0.21
Retention (holding students back)	-0.32
Small group learning	0.47
Tracking/streaming	0.12
Within class grouping	0.18
School curricula for gifted students	
Ability grouping for gifted students	0.30
Acceleration programs	0.68
Enrichment programs	0.53
Classroom influences	
Background music	0.10
Behavioral intervention programs	0.62
Classroom management	0.35
Cognitive behavioral programs	0.29
Decreasing disruptive behavior	0.34
Mentoring	0.12
Positive peer influences	0.53
Strong classroom cohesion	0.44
Students feeling disliked	-0.19

TEACHER	ES
Teacher attributes	
Average teacher effects	0.32
Teacher clarity	0.75
Teacher credibility	0.90
Teacher estimates of achievement	1.29
Teacher expectations	0.43
Teacher personality attributes	0.23
Teacher performance pay	0.05
Teacher verbal ability	0.22
Teacher-student interactions	
Student rating of quality of teaching	0.50
Teachers not labeling students	0.61
Teacher-student relationships	0.52
Teacher education	
Initial teacher training programs	0.12
Micro-teaching/video review of lessons	0.88
Professional development programs	0.41
Teacher subject matter knowledge	0.11

TEACHING: Focus on student learning strategies	ES
Strategies emphasizing student meta-cognitive/ self-regulated learning	
Elaboration and organization	0.75
Elaborative interrogation	0.42
Evaluation and reflection	0.75
Meta-cognitive strategies	0.60
Help seeking	0.72
Self-regulation strategies	0.52
Self-verbalization and self-questioning	0.55
Strategy monitoring	0.58
Transfer strategies	0.86
Student-focused interventions	
Aptitude/treatment interactions	0.19
Individualized instruction	0.23
Matching style of learning	0.31
Student-centered teaching	0.36
Student control over learning	0.02
Strategies emphasizing student perspectives in learning	
Peer tutoring	0.53
Volunteer tutors	0.26
Learning strategies	
Deliberate practice	0.79
Effort	0.77
Imagery	0.45
Interleaved practice	0.21
Mnemonics	0.76
Note taking	0.50
Outlining and transforming	0.66
Practice testing	0.54
Record keeping	0.52
Rehearsal and memorization	0.73
Spaced vs. mass practice	0.60
Strategy to integrate with prior knowledge	0.93
Study skills	0.46
Summarization	0.79
Teaching test taking and coaching	0.30
Time on task	0.49
Underlining and highlighting	0.50

TEACHING: Focus on teaching/instructional strategies	ES
Strategies emphasizing learning intentions	
Appropriately challenging goals	0.59
Behavioral organizers	0.42
Clear goal intentions	0.48
Cognitive task analysis	1.29
Concept mapping	0.64
Goal commitment	0.40
Learning goals vs. no goals	0.68
Learning hierarchies-based approach	0.19
Planning and prediction	0.76
Setting standards for self-judgement	0.62
Strategies emphasizing success criteria	
Mastery learning	0.57
Worked examples	0.37
Strategies emphasizing feedback	
Classroom discussion	0.82
Different types of testing	0.12
Feedback	0.70
Providing formative evaluation	0.48
Questioning	0.48
Response to intervention	1.29
Teaching/instructional strategies	
Adjunct aids	0.32
Collaborative learning	0.34
Competitive vs. individualistic learning	0.24
Cooperative learning	0.40
Cooperative vs. competitive learning	0.53
Cooperative vs. individualistic learning	0.55
Direct instruction	0.60
Discovery-based teaching	0.21
Explicit teaching strategies	0.57
Humor	0.04
Inductive teaching	0.44
Inquiry-based teaching	0.40
Jigsaw method	1.20
Philosophy in schools	0.43
Problem-based learning	0.26
Problem-solving teaching	0.68
Reciprocal teaching	0.74
Scaffolding	0.82
Teaching communication skills and strategies	0.43

TEACHING: Focus on implementation method	ES
Implementations using technologies	
Clickers	0.22
Gaming/simulations	0.35
Information communications technology (ICT)	0.47
Intelligent tutoring systems	0.48
Interactive video methods	0.54
Mobile phones	0.37
One-on-one laptops	0.16
Online and digital tools	0.29
Programmed instruction	0.23
Technology in distance education	0.01
Technology in mathematics	0.33
Technology in other subjects	0.55
Technology in reading/literacy	0.29
Technology in science	0.23
Technology in small groups	0.21
Technology in writing	0.42
Technology with college students	0.42
Technology with elementary students	0.44
Technology with high school students	0.30
Technology with learning needs students	0.57
Use of PowerPoint	0.26
Visual/audio-visual methods	0.22
Web-based learning	0.18
Implementations using out-of-school learning	
After-school programs	0.40
Distance education	0.13
Home-school programs	0.16
Homework	0.29
Service learning	0.58
Implementations that emphasize school-wide teaching strategies	
Co- or team teaching	0.19
Interventions for students with learning needs	0.77
Student support programs – college	0.21
Teaching creative thinking	0.34
Whole-school improvement programs	0.28

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Designing Effective Project-Based Learning Experiences

1. What skills will be taught?	
2. What content will be emphasized?	
3. Has a rigorous and relevant engaging scenario been developed?	
4. How will students be introduced to relevant information to ensure students are doing the majority of thinking and work? What industry resources will be introduced?	
5. How will effective cooperative learning be incorporated?	
6. How will students create a timeline for the project and be held accountable for that timeline?	
7. What type of research will students need to complete? How will this be facilitated? What industry materials will be used for research?	
8. How will students receive regular feedback on progress? How will you know they are progressing?	
9. Does the project include a real-world audience component? Will students be able to refine their project afterwards?	
10. What type of rubric will be utilized to assess the project?	

Most Valuable Career Skills by 2025

Per the annual World Economic Forum report, the most valuable career skills by 2025 will be the following 10 skills:

1. **Analytical thinking and innovation:** In order to find creative solutions, you review new and possibly complicated information, examine that information to ensure it's factual, use reasoning skills to determine if the information follows a logical pattern and determine causes and effects.

2. **Active learning and learning strategies:** Utilizing strategies that work best for you, active learning requires you to evaluate what you know, understand what you need to know and have the initiative to learn that information through various means.

3. **Complex problem solving:** To solve complex problems requires being able to identify the problem, evaluate all pertinent information and factors, consider a range of possible solutions, think critically through different solution options and their potential outcomes, and then make a judgment as to which solution to select. A series of skills go into complex problem solving, including observation skills, analysis, creativity, innovative thinking, evaluation, perseverance, and resilience, to name some.

4. **Critical thinking and analysis:** To think critically is to think deeply. Critical thinking requires that you first suspend judgment to evaluate all related factors and perspectives as objectively as possible. It entails taking time to think through what you might not be considering or yet seeing. Reason, logic, and judgment are all used to analyze and evaluate information to, ultimately, probe far beyond the surface of the matter at hand.

5. **Resilience, stress tolerance and flexibility:** Through self-management, you are able to develop coping mechanisms to overcome and adapt to challenges in a healthy manner. By strengthening the five pillars of resistance- self-awareness, mindfulness, self-care, positive relationship and purpose -you can be more emotionally, mentally and behaviorally flexible and adjust to both the internal and external demands.

6. **Creativity, originality and initiative:** To be creative is to imagine something new from the information and data available. Creativity emerges from a capacity to view the world differently, connect seemingly disconnected dots, and unearth unseen patterns to conceive something new. To be creative is to apply critical thinking and empathy to imagine experiences, ideas, and things from other perspectives. With your creative skills, you take the initiative to make something original.

7. **Leadership and social influence:** Through the use of leadership skills-trustworthiness, reliability, organization skills, interpersonal and social skills- you are able to maximize the efforts of those around you towards the accomplishment of a common goal.

8. **Reasoning, problem-solving and ideation:** In a logical way, you are able to understand the problem and move from a hypothesis to a conclusion. You use information to solve complex problems and generate logical and potential solutions.

9. **Technology, design and programming:** Utilizing a combination of text, graphics and style elements, you are able to logically and purposefully create new technologies.

10. **Technology use, monitoring, and control:** technologies Remotely, you are able to monitor and manage technology to ensure it is working properly at all times. If it is not working properly, you are able to utilize problem-solving skills in order to fix it.

Bloom's Taxonomy Questions

Remembering

Retrieve information

Where is _____?
What is _____?
Who is _____?
When did _____ happen?
How is _____?
What happened after _____?

What is the definition of ____?
Who spoke to _____?
Can you name _____?
How many _____?
Can you list the _____ in order?

Understanding

Build meaning from oral, written and graphic communications

What is the main idea of _____?
How would you rephrase the meaning of _____?
Can you write _____ in your own words?
What do you think could have happened next?
How would you summarize_____?

What facts support the idea of _____?
How would you rephrase _____?
Can you illustrate _____?
Can you explain _____?
Can you compare/contrast _____?
Using your own words, can you restate _____?

Applying

Utilize a method in a scenario where it is appropriate

How would you use _____?
Using what you have learned, how would you solve _____ ?
If you had a chance to interview _____, what questions would you ask?
How could you use what you have learned to develop _____?

What examples can you find that _____?
Can you think of an instance where _____?
What method would you use to _____?
If you _____, what would be the result?
Why does _____ work?
What other way could you plan to _____?
What approach would you use to _____?

Reflective LEARNING LLC

Bloom's Taxonomy Questions

Analyzing

Deconstruct components and examine how the components are connected to each other and to the overall purpose

What are the pros and cons of _____?
What are the advantages and disadvantages of _____?
What ideas validate _____?
Why do you think _____?
What conclusions can you draw from _____?
What is the theme?
What is your analysis of _____?

How would you classify _____?
What ideas justify _____?
How can you make a distinction between _____?
What can you infer from _____?
What do you see as other possible outcomes?

Evaluating

Construct judgements based on criteria

Why do you agree/disagree with the actions? Justify your answer.
How might you prove/disprove _____? Support your answer.
How can you defend your position regarding _____? Justify your answer.
How would you have handled _____? Justify your answer.
What is the value of _____? Support your answer.

How would you prioritize_____? Justify your answer.
How effective is _____? Justify your answer.
Is there a better solution than _____? Support your answer.
How would you evaluate _____? Justify your answer.
How could you portray _____? Support your answer.

Creating

Combine components to construct something new.

Can you devise multiple solutions to _____?
How could you test a theory for _____?
Can you improve this design to _____?
Can you devise your own solution for _____?
What changes could you make to solve _____?

Can you design a model to _____?
Can you find a new way to _____?
What product can you invent to solve _____?
Can you predict the outcome of _____?

TOOL 5D

HESS COGNITIVE RIGOR MATRIX | Career & Technical Education (CTE CRM) :

Hess' Interpretation Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Memorize, recognize, recall, locate, identify	o Recall or locate key facts, terms, details, procedures (e.g., explicit in a technical manual)	Use these Hess CRM curricular examples with most assignments, assessments, or inquiry activities for Career & Technical Education		
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, summarize, generalize, infer a logical conclusion), predict, observe, match like ideas, explain, construct models	o Select correct terms/ graphics for intended meaning o Describe/explain who, what, where, when, or how o Define terms, principles, concepts o Represent relationships with words, diagrams, symbols o Solve routine problems	o Specify and explain relationships (e.g., non-examples/examples; cause-effect; if-then) o Summarize procedures, results, concepts, key ideas (paragraph) o Make and explain estimates, basic inferences, or predictions o Use models to explain concepts o Make and record observations	o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference, data); o Justify your interpretation when more than one is plausible o Explain how a concept can be used to solve a non-routine problem o Develop a multi-paragraph manual or infographic for specific purpose/focus	o Use multiple sources to outline varying perspectives on a problem or issue o Explain how a concept relates across content domains or to 'big Ideas' (e.g., patterns in the human or designed world; structure-function) o Apply generalizations from one investigation to new problem-based situations, using evidence or data
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (transfer) to an unfamiliar or non-routine task	o Apply basic formulas, algorithms, conversion rules o Calculate; measure o Use reference materials and tools to gather information o Demo safe procedures	o Select and use appropriate tool or procedure for specified task o Use context to identify the meaning of terms/phrases o Interpret information using diagrams, data tables, etc.	o Build or revise a plan for investigation using (new) evidence/data o Use and show reasoning, planning, and evidence to support conclusions or to identify design flaws o Conduct a designed investigation	o Draw from source materials with intent to develop a complex or multimedia product with personal viewpoint o Conduct a project that specifies a problem, identifies solution paths, tests the solution, and reports results
Analyze Break into constituent parts, determine how parts relate, compare-contrast, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for potential bias, point of view, technique/strategy used)	o Identify trend, pattern, possible cause, or effect o Describe processes or tools used to research ideas o Identify ways symbols or metaphors are used to represent universal ideas o Retrieve data to answer a question (e.g., diagram, graph)	o Compare similarities/ differences or draw inferences about _____ due to influences of _____ o Distinguish relevant-irrelevant information; fact/opinion; primary from a secondary source o Extend a pattern o Organize and represent data o Categorize materials, data, etc. based on characteristics	o Interpret information from a complex graph/model (e.g., interrelationships among variables, concepts) o Use reasoning, planning, and evidence to support or refute inferences or results stated o Use reasoning and evidence to generate criteria for making and supporting an argument o Generalize & support a pattern/trend	o Analyze multiple sources of evidence (e.g., compareÐcontrast various plans, solution methods) o Analyze and compare diverse/complex/ abstract perspectives, models, etc. o Gather, organize, and analyze information from multiple sources to answer a research question
Evaluate Make judgments based on specified criteria, detect inconsistencies, flaws, or fallacies, judge, critique	"UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!		o Develop a logical argument for conjectures, citing evidence o Verify reasonableness of results or conjectures (e.g., of others) o Critique conclusions drawn/evidence used/credibility of sources	o Evaluate relevancy, accuracy, & completeness of sources used o Apply understanding in a novel way, provide argument/ justification for the application o Critique the historical impact of _____ on _____
Create Reorganize into new patterns/schemas, design, plan, produce	o Brainstorm ideas, concepts, problems, or perspectives related to a given scenario, observation, question posed	o Generate testable conjectures/hypotheses based on observations, prior knowledge, and/or artifacts	o Develop a complex model for given concept and justify reasoning o Develop an alternative solution and justify reasoning	o Synthesize information across multiple models, sources, or texts o Articulate new knowledge or new perspective

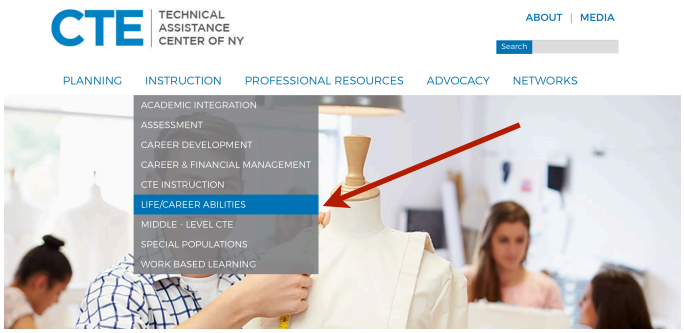
Creating Classroom Rubrics Utilizing the Life/Career Abilities Database

1

Visit https://nyctecenter.org/

2

From the “Instruction” tab, choose, “Life/Career Abilities.”Visit https://nyctecenter.org/



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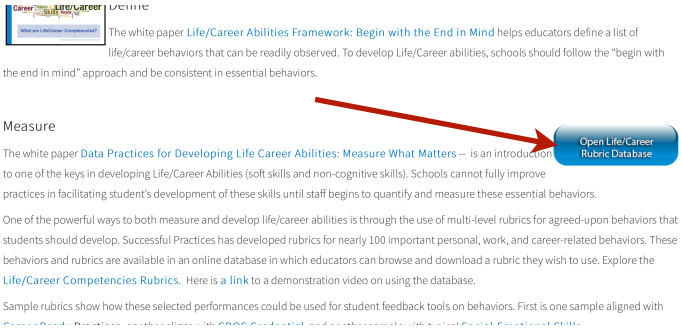
Scroll down and click on the tab, “Open Life/Career Ability Database.”



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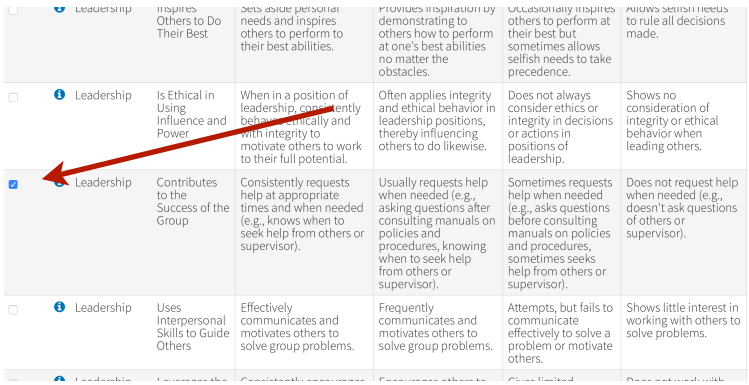
Choose as many performance measures as you would like to include in your rubric by clicking the coordinating box.



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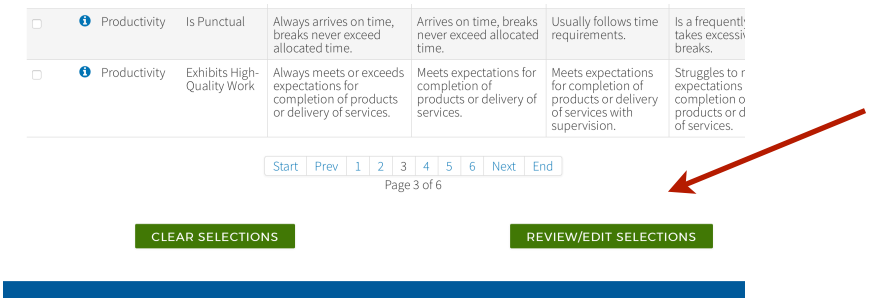
Once you are finished choosing the performance measures, click on the "Review/Edit Selections" at the bottom of the page.



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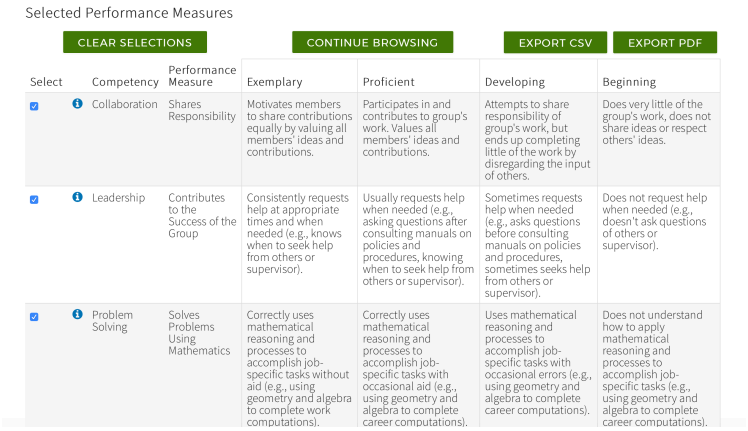
This will bring up a page where you can see everything you've selected. Here, you will have a chance to modify your selections if needed.



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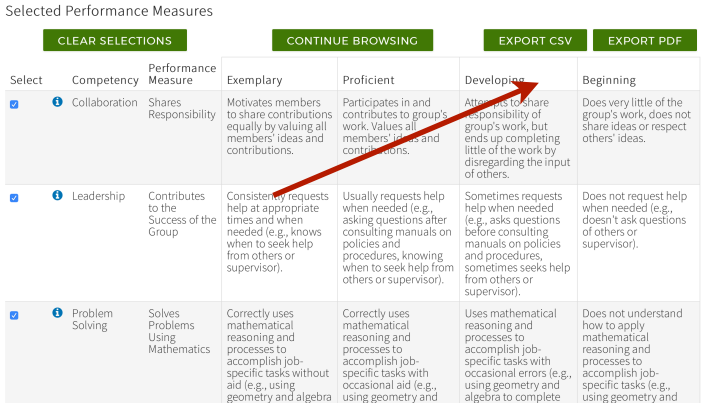
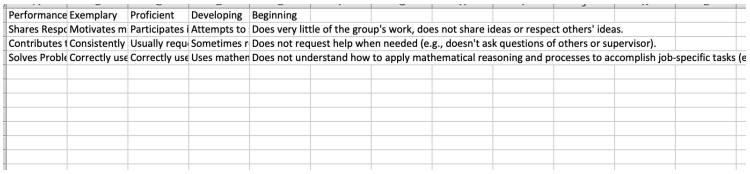
Choose to either download your rubric to a CSV or a PDF.



8

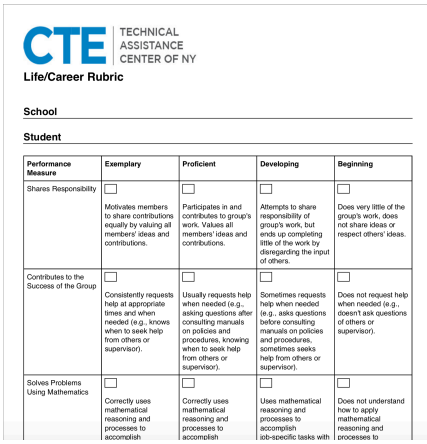
A CSV file will allow you to edit any text to fit your individual needs. However you may need to format it before using it with students.



Performance	Exemplary	Proficient	Developing	Beginning
Shares Respc	Motivates m	Participates i	Attempts to	Does very little of the group's work, does not share ideas or respect others' ideas.
Contributes t	Consistently	Usually requ	Sometimes r	Does not request help when needed (e.g., doesn't ask questions of others or supervisor).
Solves Probl	Correctly use	Correctly use	Uses mather	Does not understand how to apply mathematical reasoning and processes to accomplish job-specific tasks (e

9

A PDF will not allow you to edit the text but it will be formatted to use with students.



CTE TECHNICAL ASSISTANCE CENTER OF NY

Life/Career Rubric

School

Student

Performance Measure	Exemplary	Proficient	Developing	Beginning
Shares Responsibility	☐ Motivates members to share contributions equally by valuing all members' ideas and contributions.	☐ Participates in and contributes to group's work. Values all members' ideas and contributions.	☐ Attempts to share responsibility of group's work, but ends up completing little of the work by disregarding the input of others.	☐ Does very little of the group's work, does not share ideas or respect others' ideas.
Contributes to the Success of the Group	☐ Consistently requests help at appropriate times and when needed (e.g., knows when to seek help from others or supervisor).	☐ Usually requests help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from others or supervisor).	☐ Sometimes requests help when needed (e.g., asks questions before consulting manuals on policies and procedures, sometimes seeks help from others or supervisor).	☐ Does not request help when needed (e.g., doesn't ask questions of others or supervisor).
Solves Problems Using Mathematics	☐ Correctly uses mathematical reasoning and processes to accomplish	☐ Correctly uses mathematical reasoning and processes to accomplish	☐ Uses mathematical reasoning and processes to accomplish job-specific tasks with	☐ Does not understand how to apply mathematical reasoning and processes to

Group Guidance

1. All members of the group stay focused on the task.

2. All members of the group contribute to the conversation and the task.

3. Noise from group is kept at an appropriate level.

4. Group members respect each other.

5. Group members actively listen to each other.

Group Feedback

My Goals

Name: _____ Date: _____

My first goal is

_____

_____

_____

_____

_____

_____

_____

_____

To reach my goal, I will

_____

_____

_____

_____

_____

_____

_____

_____

I will complete my goal by

_____

My second goal is

_____

_____

_____

_____

_____

_____

_____

_____

To reach my goal, I will

_____

_____

_____

_____

_____

_____

_____

_____

I will complete my goal by

_____

Person being reviewed: _____ **Reviewer: _____** **I like….** **I wonder….** **Next steps….**	**Person being reviewed: _____** **Reviewer: _____** **I like….** **I wonder….** **Next steps….**
Person being reviewed: _____ **Reviewer: _____** **I like….** **I wonder….** **Next steps….**	**Person being reviewed: _____** **Reviewer: _____** **I like….** **I wonder….** **Next steps….**

Project-Based Learning Student Contract

Name	Contact information- Phone and Email	Role	Duties
Group Signatures:			
Any Group Concerns:			

Daily Check-In

Name	Role	Work Completed	Plan for Tomorrow	Group Signature	Date

Group Work Peer Evaluation

Record the names of your group members in the numbered boxes. Next, consider how each person contributed to the success of the group. Assign a score for yourself and each group member. Remember to justify your answer after each step.

1=Below Average **2= Average** **3=Above Average** **4=Outstanding**

Contribution	1	2	3	4	Yourself
Helped with the work to complete the task					
Justify Ratings:					
Shared ideas during group discussions					
Justify Ratings:					
Helped keep the group on task					
Justify Ratings:					
Was respectful of other group members					
Justify Ratings:					
Helped others in the group					
Justify Ratings:					
Completed quality work					
Justify Ratings:					
Was a valuable member of the team					
Justify Ratings:					