AFTERSCHOOL TRAINING TOOLKIT

Investigating Science Through Inquiry
Heavy Weight

· ·

Project Planning Form

Project title:_____

Teacher(s):_____

School:_____

Grade level(s):_____

Subjects:_____

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

Begin with the End in Mind

Summarize the theme for this project. Why do this project?
Identify the content standard 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 person).
Identify the habits of mind that students will practice in this project (one to two per 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 for the project. What will you assess?
Early in the Project:
During the Project:
End of the Project:

Plan the Assessment (2)

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

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? Look at one major product for the project and analyze the tasks necessary to produce a high-quality product.
Product:

KNOWLEDGE AND SKILLS NEEDED	ALREADY HAVE LEARNED	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 sheet □ 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 (2)

List the key dates and important milestones for this project.

Assist students to refine the project design or guide them further in their 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?*