PBLL Project Design: Define and Assess Quality

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Session Outcome

- Access the rubric to reflect on one’s PBLL project design
- Contribute to the rubric improvement conversation

Birth of PBLL Rubric

<table>
<thead>
<tr>
<th>PBLL Project Element Design</th>
<th>PBLL Design Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapated from Project Design Rubric</td>
<td>Cherice Montgomery</td>
</tr>
</tbody>
</table>

1. Key knowledge and success skills
2. Challenging problem
3. Sustained inquiry
4. Authenticity
5. Student voice and choice
6. Reflection
7. Critique & revision
8. Public presentation of the product

1. Language Proficiency
2. Scaffolding
3. Assessment
4. Technology and Success Skills
Access the Documents

- [https://goo.gl/kSXBo0](https://goo.gl/kSXBo0)
- Handout of Project Element Design Rubric

Evolution of the PBLL Project Evaluation Rubric

Collaborative Review and Revision of the Rubrics by 2015 PBLL Summer Institute Leaders and Participants
Technology Assistance

• https://titanpad.com/kIbr0O8pit

After evaluating the blueprint using the rubric criteria, write down how you want to modify the rubric to make your evaluation easier and for the rubric to be better aligned with the institute outcomes. Suggest to add, delete, or modify the criteria and/or performance descriptions under your assigned criteria.

Format: Group Feedback

PBLL project features: 8. Public product

Exemplary:
• Student work/product(s) is presented to multiple audiences beyond the classroom.
• Students will have multiple opportunities to interact with audiences and explain their reasoning, processes, talk about what they learned and receive feedback on their final product from their target audience.

Foster language proficiency development

The current rubric is based solely on the three modes of communication and the five Cs. We believe that it is possible to have a successful PBLL project that is intentionally focused on one or two of the presentation modes, so requiring a project to address all three modes and all five Cs may not be the best method to evaluate a project. Something that may also be missing from the assessment of language proficiency development is the purpose for using the language. We decided that just covering 33% of the modes and Cs
covering is misspelled assessment, 1/20/2016
## Major Modifications of the BIE Rubric

**Original Categories:**
1. Lacks features of effective PBL
2. Needs further development
3. Includes features of effective PBL

**Modified performance categories:**
1. Emerging
2. Developing
3. Proficient
4. Exemplary

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**INTRODUCTION TO CRITERIA**
Key knowledge and success skills

21st Century Skills

Source: Framework for 21st Century learning

Example Higher Education Core Competencies

- Written communication
- Oral communication
- Quantitative reasoning
- Information literacy
- Critical thinking
### Key knowledge and success skills

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Specific and important knowledge and skills</td>
<td>• Specific and important knowledge and skills aligned with standards and mission/value of the community</td>
</tr>
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</table>

### Challenging Problem or Question

<table>
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<tr>
<th>Proficient</th>
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<tbody>
<tr>
<td>• Open-ended</td>
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</tr>
<tr>
<td>• Motivating</td>
<td>• Compelling</td>
</tr>
<tr>
<td>• Aligned with outcomes</td>
<td>• Provoking self-motivated inquiry</td>
</tr>
<tr>
<td>• Appropriate for students’ ability and needs</td>
<td>• Clear alignment with outcomes</td>
</tr>
<tr>
<td>• Infused in culture</td>
<td>• In-depth interaction with authentic materials</td>
</tr>
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</table>
Challenging Problem or Question

How can we as students in California engage those in our local community and global network to support the ongoing education of girls in our Peace Corps match village in Africa?

Girl Power!
By Nicole Naditz

Open-Ended
### Challenging Problem or Question

**Girl Power!**  
By Nicole Naditz

How can we as students in California engage those in our local community and global network to support the ongoing education of girls in our Peace Corps match village in Africa?

**SLOs:** intercultural competency, communication, linguistic proficiency, critical thinking
Challenging Problem or Question

How can we as students in California engage those in our local community and global network to support the ongoing education of girls in our Peace Corps match village in Africa?

Infused in culture

Girl Power!
By Nicole Naditz

Sustained Inquiry

**Proficient**
- Inquiry process is reinforced throughout the project and engages students’ higher-order thinking skills.
- Students take the main responsibility in generating inquiry questions.

**Exemplary**
- Sustained over time and academically rigorous
- Driven by student generated questions throughout the project
Sustained Inquiry

Project Content

Self and Team Management

Authenticity

Proficient
- Realistically simulates the world
- Products beyond the classroom

Exemplary
- Real cross-cultural interactions
- Products fulfill real-world needs
Authenticity

- Correspondence with members of the village in Togo
- Local community forum and exhibit

Student Voice and Choice

**Proficient**
- Students have opportunities to express voice and choice
- Students have significant responsibility with teacher guidance

**Exemplary**
- Voice and choice is evident in every phase of the project
- Students take main responsibility with teacher as resource
Student Voice and Choice

Student-run management:
- Information/events in local forum
- Timeline
- Task division
- Technology

Reflection

**Proficient**
- In-depth reflection at the end
- Sporadic reflection during the project
- Reflect on learning and project design/management

**Exemplary**
- In-depth reflection during and at the end of the project
- Reflect on learning and project design/management
Self-assessment includes experience and reflection toward the end.

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<td>- Multiple opportunities for feedback from multiple perspectives (self, peer, teacher, target audience)</td>
<td>- Regular and structured feedback with clear evaluation criteria from target audience</td>
</tr>
<tr>
<td>- Feedback is not always structured</td>
<td>- Outcomes of critique and improvement is evident in the final products</td>
</tr>
<tr>
<td>- Students improve their work based on feedback</td>
<td></td>
</tr>
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</table>
Critique & Revision

Three rounds of review:  
- Self-assessment  
- Peer review  
- Teacher review

Community grading French ability

Public Presentation

**Proficient**
- Offer to people beyond classroom
- Publicly explain the reasoning behind design choices, inquiry and learning process

**Exemplary**
- Present to target audience
- Multiple opportunities to interact with target audience
- Explain reasoning, inquiry and learning process
Public Presentation

- Local community forum and exhibit
- Public online presentation

Language Proficiency

http://www.actfl.org/publications/all/world-readiness-standards-learning-languages
## Language Proficiency

**Proficient**
- Measurable SLOs
- Meaningful communicative functions (rather than decontextualized) in two modes

**Exemplary**
- Significant and measurable outcomes
- Meaningful communicative functions across all three modes
- Addresses all five C’s

## Scaffolding

**Proficient**
- Step-by-step instructions
- Modeled
- Reply heavily on paragraphs of oral or written instructions
- Somewhat supports language, content, culture competency, collaborative process, tech, product creation

**Exemplary**
- Instructions have no more than 5 steps with concise instruction
- Models and examples
- Scaffold throughout
Scaffolding

Cognitive understanding and analysis of the issue:
Materials on:
- Rights of children
- Obstructions to education
- Resources for solutions

Multiple opportunities for feedback

Assessment

**Proficient**
- All SLOs are measurable
- Culminating product as evidence of student achievement
- Formative assessment provides regular feedback
- Evaluation criteria are aligned with SLOs, clear, and shared

**Exemplary**
- SLOs are significant, meaningful, & measurable
- Culminating product as excellent learning evidence
- Regular and constructive feedback through formative assessment
- Evaluation criteria further aid learning, co-constructed with learners
Assessment

Formative Assessment:
- Self-assessment
- Peer review
- Teacher review

Community grading French ability

Summative Assessment with clear rubric criteria

Technology

Proficient: Participation
- Evaluate synthesized information
- Participate in collaborative exchanges with communities of target language speakers

Exemplary: Production
- Select and employ diverse technologies
- Legal and ethical usage
- Generate and create products
- Provide useful service to communities
Technology & Success Skills

Online multimedia resources
Explore devices
Blogs
Desktop publishing
Skype

Summary of Rubric Criteria

PBLL Project Element
Design
1. Key knowledge and success skills
2. Challenging problem
3. Sustained inquiry
4. Authenticity
5. Student voice and choice
6. Reflection
7. Critique & revision
8. Public presentation of the product

PBLL Design Rubric
1. Language Proficiency
2. Scaffolding
3. Assessment
4. Technology and Success Skills
Consider listing these (e.g., use bullet points or separate with spaces)
Further Work to be Done

• Combining categories
  • Key knowledge & success skills
  • Language proficiency
  • Formative assessment
  • Scaffolding
  • Reflection
  • Critique & revision
  • Authenticity
  • Public presentation

Further Work to be Done

• Add category
  – Interculturality?
Further Work to be Done

• Feature language part more in the Project Element Design rubric