



PBLL Project Design: Define and Assess Quality



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Session Outcome

- Access the rubric to reflect on one's PBL project design
- Contribute to the rubric improvement conversation

Birth of PBL Rubric

PBL Project Element
Design

[Adapted from Project Design Rubric](#)

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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

PBL Design Rubric

Cherice Montgomery



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

Access the Documents

- <https://goo.gl/kSXBo0>
- Handout of Project Element Design Rubric

Evolution of the PBL Project Evaluation Rubric



Collaborative Review and Revision of the Rubrics by
2015 PBL 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 a1 of the modes and Cs

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a1

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

INTRODUCTION TO CRITERIA

Key knowledge and success skills



21st Century Skills

Source: [Framework for 21st Century learning](#)

Key knowledge and success skills

Example Higher Education Core Competencies



Key knowledge and success skills

Proficient

- Specific and important knowledge and skills

Exemplary

- Specific and important knowledge and skills aligned with standards and mission/value of the community

Challenging Problem or Question

Proficient

- Open-ended
- Motivating
- Aligned with outcomes
- Appropriate for students' ability and needs
- **Infused in culture**

Exemplary

- Open-ended
- Compelling
- Provoking self-motivated inquiry
- Clear alignment with outcomes
- In-depth interaction with authentic materials

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?

Challenging Problem or Question



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Open-Ended

Challenging Problem or Question



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Motivating

Challenging Problem or Question



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SLOs: intercultural competency, communication, linguistic proficiency, critical thinking

Challenging Problem or Question



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Infused in culture

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

Critique & Revision

Self-assessment includes experience and reflection toward the end



Critique & Revision

Proficient

- Multiple opportunities for feedback from multiple perspectives (self, peer, teacher, target audience)
- Feedback is not always structured
- Students improve their work based on feedback

Exemplary

- Regular and structured feedback with clear evaluation criteria from target audience
- Outcomes of critique and improvement is evident in the final products

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

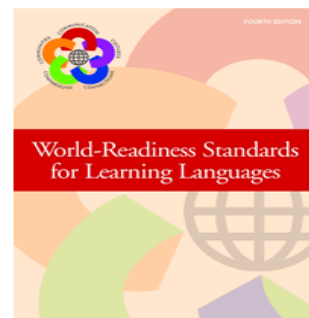
Public Presentation

- Local community forum and exhibit
- Public online presentation



Language Proficiency

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities of home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	



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<http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

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assessment, 1/20/2016

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



Summative Assessment
with clear rubric criteria

Community grading French
ability



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

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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
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8. Public presentation of the product

PBLL Design Rubric

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Consider listing these (e.g., use bullet points or separate with spaces)

assessment, 1/20/2016

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



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