




FHS PBL Essential Elements Checklist

Design Principles-Does the Project Meet These Criteria?	Indiana Department of Education/ FHS Evidence			
<p>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS</p> <p>The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.</p>	<p>Student-driven “need-to-knows” are rooted in curricular content and skills, as well as 21st Century Skills</p>			
<p>CHALLENGING PROBLEM OR QUESTION</p> <p>The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.</p>	<ul style="list-style-type: none"> • Authentic • Open-Ended • Connected to Clearly articulated learning goals 			
<p>SUSTAINED INQUIRY</p> <p>The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.</p>	<ul style="list-style-type: none"> • Usually lasts more than a few days or even weeks • Answers to questions should lead to more questions • Authentic Research- books, web content, interviews 			
<p>AUTHENTICITY</p> <p>The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students’ own concerns, interests, and identities.</p>	<ul style="list-style-type: none"> • Immersive Processes • Authentic Groups Roles and Responsibilities • Authentic Audiences 			
<p>STUDENT VOICE & CHOICE</p> <p>The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.</p>	<p>To a degree or with teacher discretion or guidance, students can generate their “need-to-knows”, construct questions, find their own resources, construct their own groups, manage their own time, select their own topic, and follow their own process.</p>			
<p>REFLECTION</p> <p>The project provides opportunities for students to reflect on what and how they are learning, and on the project’s design and implementation.</p>	<ul style="list-style-type: none"> • Project Journals • Formative Benchmarks/ Checklists • Public Presentations 			
<p>CRITIQUE & REVISION</p> <p>The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.</p>	<p>Students are taught how to give and receive constructive feedback and use rubrics, models, and formal protocols in the process.</p>			
<p>PUBLIC PRODUCT</p> <p>The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.</p>	<p>*REQUIRED* Can be a tangible product OR a presentation, BUT ideally BOTH.</p>			

Adapted from Gold Standard PBL Design Elements and IDOE Graduation Pathways Policy Guidance for Fishers High School (Nov. 2018)