

## APPENDIX C. PBL Design Shift and Key Elements Checklist

Projects that have a high probability of making a substantial impact on student learning involve three key design shifts and, as such, possess the following elements:

CLARITY	
<p><b>Clear Learning Intentions</b> <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Students have a clear understanding of what they are expected to know and be able to do.</li> </ul>	
<p><b>Success Criteria</b> <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Students have a clear understanding of surface-, deep-, and transfer-level expectations to meet established learning outcomes throughout the project phases (Phase 1 through Phase 4).</li> <li>Success criteria are void of project contexts and do not include task-specific requirements.</li> </ul>	
<p><b>Task Arrangement</b> <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Students have tasks that are aligned with surface-, deep-, and transfer-level expectations. Tasks are rich in reading, writing, and talking.</li> </ul>	
CHALLENGE	
<p><b>Instructional Alignment</b> <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Instructional interventions (strategies used by teachers) are aligned with surface-, deep-, and transfer-level success criteria and tasks.</li> </ul>	
<p><b>Inquiry Alignment</b> <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Students routinely encounter activities that enable them to answer the following four questions: <i>Where am I going? Where am I now? What are my next steps? How do I improve my learning and that of others?</i></li> <li>Teachers continually identify student progress and proficiency in relation to learning intentions and success criteria and provide feedback and instructional support that corresponds to students' level of understanding.</li> </ul>	
CULTURE	
<p><b>Protocols and Agreements</b> <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Students encounter routines and norms in the classroom that allow them to have voice in describing their level of progress and proficiency (surface, deep, and transfer outcomes) and articulate when they are stuck in their learning.</li> <li>Students have choice in ways to monitor their progress, showcase their performance, and give, receive, and use feedback to move learning forward.</li> <li>Teachers and students inspect their efficacy by reviewing performance data with others.</li> </ul>	

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