



# Project Based Learning Project

## Project Description

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### Planning Check

- Is the project
- Based on youth interests?
  - Based on youth input?
  - Appropriate for the amount of time?
  - Engaging, interesting, sustainable?

## Objectives for Learning and Development

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### Planning Check

- Do the objectives
- Reinforce, practice, or expand on what youth already know or are able to do?
  - Clearly specify outcomes?
  - Tie to demonstrations and documentation of learning?
  - Connect with skills or knowledge needed for success in school?

## Materials Needed

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### Planning Check

- Are materials needed to
- Guide youth in making a project plan?
  - Carry out the project work?
  - Help youth document learning?
  - Help youth set learning objectives?
  - Establish agreements with or among youth, partners, volunteers?
  - Conduct a culminating event?
  - Reflect, review?

## Implementation

Project activities, who is involved

<hr/>	<i>Start date:</i> ____ <i>End:</i> ____
<hr/>	<i>Start date:</i> ____ <i>End:</i> ____
<hr/>	<i>Start date:</i> ____ <i>End:</i> ____
<hr/>	<i>Start date:</i> ____ <i>End:</i> ____



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# Memoranda of Understanding (MOU)

## Reviews

Date \_\_\_\_\_

Review purpose \_\_\_\_\_

Reviewers \_\_\_\_\_

## Planning Check

### Are the reviews

- Purposeful, with purpose clear to youth?
- Based on documentation, evidence, or product?
- Appropriate to project and youth?
- Useful in reinforcing skills of self-assessment and reflection?
- Inclusive of peers, staff, or others?

## Showtime: Culminating Event

Description \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Planning and implementation schedule

\_\_\_\_\_

### Planning Check

Is the culminating event

- A good demonstration of youth learning?
- Inclusive of all involved in the project?
- Clearly tied to objectives?
- Developed with youth input?
- Inclusive of families, community, partners, teachers, others?
- An opportunity for youth to experience pride in accomplishment?

## Documentation of Learning

### How will learning be documented?

- Checklists of tasks, products completed.
- Rating, scoring, or assessment of processes, products or demonstrations against a rubric.
- Portfolio content, tied to objectives.
- Reflection logs or journals by youth.
- Self-assessments completed by youth completing project.
- Peer assessments of demonstrations and culminating events.
- Assessments provided by outsiders.
- Other.

### What will be done with the documentation of learning?

- Provide to classroom teachers.
- Provide to youth.
- Use in discussions with parents.
- Display.
- Keep as program record.
- Use to revise projects or PBL processes.
- Other.

### Planning Check

Is the documentation

- Appropriate and aligned to the project type and complexity?
- Aligned with objectives?
- Readily accomplished?
- Useful?
- Applicable to different areas of learning and different learning styles?