



Project Planner (Advanced)

PROJECT PLANNING FORM

Project title: _____
Grade level(s): _____
Brief Description of Project:

Begin With the End in Mind

Summarize the theme for this project. Why do this project?
Identify the content standard(s) that students will learn in this project (two to three per subject).
Identify key 21 st century skills that students will learn in this project. List only those skills you plan to assess.



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Craft the Driving Question

State the essential question or problem addressed by the project. The statement should encompass all project content and outcomes and provide a focus for student inquiry. Make sure you have posed an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer.



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Plan the Assessment

Step 1: Define the products for the project. What will you assess?

Early in the project:

During the project:

End of the project:



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Plan the Assessment (2)

<p>Step 2: State the criteria for exemplary performance for each product. Make sure the products and criteria align with the standards and outcomes for the project.</p>
<p>Product:</p> <p>Criteria:</p>
<p>Product:</p> <p>Criteria:</p>
<p>Product:</p> <p>Criteria:</p>
<p>Product:</p> <p>Criteria:</p>



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Map the Project

What do students need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills? Choose one major product for the project and analyze the tasks necessary to produce a high-quality outcome.

Product:

KNOWLEDGE AND SKILLS NEEDED	ALREADY HAVE LEARNED	TAUGHT BEFORE THE PROJECT	TAUGHT DURING THE PROJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

What project tools will you use? <input type="checkbox"/> Know/need to know lists <input type="checkbox"/> Daily goal sheet <input type="checkbox"/> Journals <input type="checkbox"/> Briefs <input type="checkbox"/> Task lists <input type="checkbox"/> Problem logs	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
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Map the Project (2)

List the key dates and important milestones for this project.

Use the Tuning Protocol* with other teachers or a group of students to refine the project design or further guide planning. What other thoughts do you now have on the project?

* NOTE: The Tuning Protocol is a process for reflection that asks clarifying questions and allows for three levels of feedback: warm, or what works; cool, or what could be improved; and hard, deeper questions that get to the bigger aspects of the issue.



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Manage the Process

List preparations necessary to deliver differentiated instruction to ESL students, special-needs students, or students with diverse learning styles.

How will you and your students reflect on and evaluate the project?

- Class discussion.
- Fishbowl.
- Student-facilitated formal debrief.
- Teacher-led formal debrief.
- Student-facilitated formal debrief.
- Individual evaluations.
- Group evaluations.
- Other:

Adapted by You for Youth (<http://y4y.ed.gov>), with permission, from “Standards-Focused Project-Based Learning.” Buck Institute for Education: www.bie.org.



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