

**SREB's PBL Assignments/Project
Indicators Assessment**

Area	The assignment/project is designed:	Yes	Partial	No
Authenticity and Complexity	1. Around a real work complex tasks that have been validated by industry partners and require an extended period of time (20 plus days) to allow for meaningful student inquiry to answer the critical focus question.			
	2. Requiring students to use computer software or other technology related to CT area to complete the assignment.			
	3. Requires students to interact with business/industry/community partners either through project mentoring or final presentations.			
Embedded Academic	4. For students to master essential, grade-level or higher literacy and math standards/skills and science concepts taught at the time they are needed to complete the assignment. <ul style="list-style-type: none"> • Literacy includes reading complex texts, researching, writing and speaking. • Mathematics requires students to apply math skills to complex problems. • Science requires students to apply scientific concepts to include developing and test a hypothesis and other scientific concepts. 			
21st Century Skills	5. For students to learn and exhibit critical thinking, communication, collaboration, creativity, time management, self-responsibility, computing, self-reliance, and civic mindedness and cultural understanding.			
Student Centered	6. Where students are introduced to an assignment and its components through a well-developed launch activity which stimulates student interest, empowering them to lead their own learning with minimal direction from the instructor.			
	7. To encourage students to take active responsibility for their learning environment and the teacher facilitates their approach to problems with a focus on asking questions to which students will eventually find the solutions as opposed to a prescribed process.			
Problem-Solving/ Design Process	8. For students to solve a problem or a design through the use of research, a problem-solving process and support their decision for the solution orally and in writing.			
	9. Where students must apply the technical and academic skills they have learned to a new unfamiliar situation using the problem-solving/design process.			
Connections to Learning	10. Where students see the connections between technical and academics to future careers and understand what they are learning is connected to their future career plans and postsecondary options.			
Assessments	11. With formative and summative assessments based on integration of various technical and academic skills as opposed to assessing student work on isolated technical or academic standards. Part of the formative assessments requires students to learn how to use a profession notebook to keep their research, planning design notes and their reflection concerning their learning.			