What is the Essential Question driving this project?

- **Common Intellectual Mission**
  a. What content will students learn in this project?
  
  ______________________________
  
  b. What type of original research will students conduct?
  
  ______________________________
  
  c. How will the products allow students to demonstrate learning? ______________________________

- **Adult-World Connection**
  a. What is the real world application for this project? (Why is this work important?)
  
  ______________________________
  
  b. Who is the audience for this project? ______________________________
  
  c. How will you connect adults (and professionals) from the outside of school to this project?
  
  ______________________________
  
  d. How will work be displayed publicly? ______________________________

- **Personalization**
  a. How will you incorporate “student choice” into this project?
  
  ______________________________
  
  b. How will you challenge strong students?
  
  ______________________________
  
  c. How will you support struggling students?
  
  ______________________________
  
  d. How will you support IEP & ELL students?
  
  ______________________________
  
  e. How will you assess and evaluate each student’s effort and work?
  
  ______________________________

**Your Essential Question:**

- Essential question should be open-ended and provocative
- Begin with the end in mind!
- Avoid questions that start with “What…?”
  - Instead use “How…?”

**Content:**

- Don’t “dumb down” the task (You might restrict the range of learning that could emerge!)
- Be wary of dividing student labor: structure group work so that ALL students learn common core material.
● Let the content drive the activity, not vice versa.

Rubric Tips:

● Allow parents to have access ahead of time
● Allow students to have a role in developing the rubric/s?
● Give rubrics to students BEFORE the project starts

Personalization

● Do the students define/ help define the products/ activities?

Watch Out!

● Beware of extending due dates! (You will only get better, more complete work from the students who would have finished on time anyway!)
● Avoid group grades!
● Assess LEARNING not just responsibility (Pretty poster board ≠ learning)