

Project Name

Begin with the End in Mind

Summarize the theme or “big ideas” for this project.

Identify the content standards that students will learn in this project (two to three per subject)

*Identify key skills students will learn in this project
List only those skills you plan to assess (two to four per project)*

Identify the habits of mind that students will practice in this project (one to two per project).

Crafting the Driving Question

State the essential question or problem statement for the project. The statement should encompass all project content and outcomes, and provide a central focus for student inquiry.

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Plan the Assessment

Step 1: Define the products and artifacts for the project:

<i>Early in the Project:</i>

<i>During the Project:</i>

<i>End of the Project:</i>

Plan the Assessment

Step 2: State the criteria for exemplary performance for each product	
Product:	
Criteria:	
Product:	
Criteria:	
Product:	
Criteria:	

Map the Project

Product:			
(CHECK APPROPRIATE BOX)			
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.			
<i>Materials Needed:</i>			

MAP THE PROJECT

Draw the storyboard for this project, with activities, resources, timelines, and milestones.

Monday, March 23rd

Tuesday, March 24th

Wednesday, March 25th

Thursday, March 26th

Friday, March 27th

Monday, March 30th

Tuesday, March 31st

Wednesday, April 1st

Thursday, April 2nd

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Differentiation and Reflection

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

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

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