

Six A's of Project Based Learning		Yes	No
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>Does the project emanate from a problem that has meaning to the student?</li> <li>Is it a problem or question that might actually be tackled by an adult at work or in the community?</li> <li>Do students create or produce something that has personal and/or social value, beyond the school setting?</li> </ul>		
<b>Academic Rigor</b>	<ul style="list-style-type: none"> <li>Does the project lead students to acquire and apply knowledge central to one or more discipline or content areas?</li> <li>Does it challenge students to use methods of inquiry central to one or more disciplines? (e.g., to think like a scientist)</li> <li>Do students develop higher order thinking skills and habits of mind? (e.g., searching for evidence, taking different perspectives)?</li> </ul>		
<b>Applied Learning</b>	<ul style="list-style-type: none"> <li>Does the learning take place in the context of a semi-structured problem, grounded in life and work in the world beyond school?</li> <li>Does the project lead students to acquire and use competencies expected in high performance work organizations (e.g., teamwork, appropriate use of technology, problem solving and communication)?</li> <li>Does the work require students to develop organizational and self-management skills?</li> </ul>		
<b>Active Exploration</b>	<ul style="list-style-type: none"> <li>Do students spend significant amounts of time doing field-based work?</li> <li>Does the project require students to engage in real investigations, using a variety of methods, media, and sources?</li> <li>Are students expected to communicate what they are learning through presentation and/or performance?</li> </ul>		
<b>Adult Relationships</b>	<ul style="list-style-type: none"> <li>Do students meet and observe adults with relevant expertise and experience?</li> <li>Do students have an opportunity to work closely with at least one adult?</li> <li>Do adults collaborate on the design and assessment of student work?</li> </ul>		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Do students reflect regularly on their learning using clear project criteria that they have helped to set?</li> <li>Do adults from outside the classroom help students develop a sense of real world standards for this type of work?</li> <li>Will there be opportunities for regular assessment of student work through a range of methods, including exhibitions and portfolios.</li> </ul>		