

## **Project Development Process Questions to Ask Yourself**

### **Step 1 Engagement:**

Is their student voice in this project?  
What impact will this project have beyond the classroom? For the student? For the community?  
Are the connections to the real world relevant to the student? The content?

### **Step 2 Essential Question:**

Is the question important to the students?  
Do the students understand the question?  
Is the language of the question written in broad, organizational terms to reflect the focus of a set of activities?  
Does the question identify the conceptual priorities that the students will examine in the course of their study?  
Does the question have value beyond the student?  
How does the question help to guide the inquiry?

### **Step 3 Standards**

Does the essential question and project align with the standards?  
Do the students understand how the standards align with and influence the project?  
Can the students articulate this?

### **Step 4 Product or Performance**

How are students guided to choose their product or performance?  
What are influences that impact how students make their choices?  
How am I an influence?  
Are students asked to choose products or performances outside of their comfort zone or familiar (mastered) zone?  
Are students asked to brainstorm and expand on current list of products and performances?  
Is what we are asking students to do in alignment with their cultural background?

### **Step 5 Assessment Criteria (Rubric or Scoring Guides)**

Are students involved in the creation of the project or product/performance rubric?  
Is the rubric understandable to students? Can they articulate its components?  
Does the rubric assess new skills, content and higher order thinking?  
Is it complex?  
Have my peers evaluated it?  
Do I have a general rubric to assess process and one that is content specific as related to the essential question and standards?

**Step 6 High Stakes Audience**

Does the high stakes audience have a genuine interest in the product/performance/topic?

Is the high stakes audience properly informed on the project and assessment methods?

Does the high stakes audience represent the cultural make-up of the students in my class?

**Step 7 Lessons and Activities around Processes and Content**

Do the lessons and activities provide students with the necessary skills and information to produce the project?

Does the project challenge students with content that is complex, ambiguous, provocative, and personally challenging?

Do the mini lessons and activities use strategies to help students learn to manage rigor?

Does the project and related lessons and activities demonstrate the five disciplines of thought: inquiry, knowledge acquisition, problem solving, communication and reflection?

How is each lesson/activity of value to the project and developing deeper understanding of the essential question?

**Step 8 Evaluation**

What evidence do you have that your project affected student learning?

What could be done differently to increase student learning?

What would you do differently if you were to do this project again and why?