

Name:

	Checklist Item	Exceeded expectations	Achieved competence	Close to competence	Working towards competence
ICT Integration	Balance	Use of ICT is subtle, yet appropriate and the learning activities are the focus of proceedings.	The balance between the use of ICT and the learning activities is equal, with neither dominating proceedings.	ICT is either used excessively or not integrated to its full potential.	The project is either totally focused on ICT skills or has minimal ICT integration.
	Does the use of ICT enhance the project?	ICT is used imaginatively to significantly enhance the learning experience.	ICT is integrated when it can make the project process more effective.	The use of ICT is not always appropriate.	The use of ICT is either overbearing or minimal/non-existent.
Learning	Do Curriculum-Framing Questions (CFQs) encourage learners to use higher-order thinking skills and explore issues in a challenging way?	The Focus Question (FQ) is open-ended, aligned with project goals, and requires learners to use higher-order thinking.	The FQ is open-ended, mostly aligned with project goals, and requires some higher-order thinking.	The FQ is open-ended, but not clearly connected to the goals or higher-order thinking specific to the project.	The FQ has pre-determined answers or is too broad to help learners focus their understanding.
	Does the Project Plan show how the learners meet the assessment standards?	The Project Plan clearly shows how the work that learners do will help them meet the assessment standards.	The Project Plan shows how the work that learners do will help them meet the assessment standards.	The Project Plan shows that some of the work that learners do addresses assessment standards.	The Project Plan shows that very little of the work that learners do addresses assessment standards.
	Does the project plan address 21 st Century learning skills?	Learners are supported to refine and develop relevant 21st Century skills on many occasions throughout the project.	Learners are supported to refine and develop relevant 21st Century skills at some time during the project.	Learners practice 21st Century skills during the project, but they receive little teaching and learning to support their development.	Learners rarely use 21st Century skills during the project.
	Do learner samples address the CFQs in a meaningful way?	The learner samples are at all times focused on providing a reasoned answer to the CFQs.	The learner samples address CFQs, although there may be unnecessary information included.	The learner sample, while interesting or attractive, does not really address the CFQs.	The learner sample does not address the CFQs at all.
	Does the project address learner differences?	The project provides well-defined and thoughtful accommodations to support diverse learners.	The project provides accommodations to support diverse learners.	The project provides minimal accommodations to support diverse learners.	The project does not provide any accommodations to support diverse learners.

Implementation	Does Section C of the project plan give a clear outline of how project-based approaches can be implemented?	The description is clear and methodical. Learners have many choices about how they demonstrate their learning. They create authentic products and performances developed through well-sequenced tasks and activities.	Section C gives detail of the project process. Learners have some choices about how they demonstrate their learning. They create products and performances developed through connected tasks and activities.	Section C has significant omissions in detail. Learners have few choices about how they demonstrate their learning. They complete discrete activities that do not connect to a final product or performance.	Section C has very little useful description of the project process. Learners do not demonstrate their learning through products or performances.
Assessment	Do the assessment tools include criteria for the targeted learning outcomes? Do they focus sufficiently on learning?	The assessment tools are detailed and formative. They cover the full range of project activities and learning outcomes. Criteria are unambiguous and clear.	The assessment tools are clear and cover the learning outcomes and some project activities, but do not cover the full range of project activities.	The assessment tools are incomplete and/or unoriginal and/or the language may be beyond the level of the learner.	The assessment tools do not provide sufficiently clear guidance for the learner or assessor and/or the assessment tools are entirely inappropriate.
	Are the assessment tools varied?	The assessment tools cover a wide variety of informal and formal methods throughout the phases to meet all five assessment purposes.	The assessment tools cover informal and formal methods to meet all five assessment purposes.	The assessment tools are used infrequently and in conventional ways to meet some assessment purposes.	The assessment tools do not seem to serve any real purpose.
	Is the assessment strategy learner-centred?	Learners contribute to the creation of assessments and frequently assess themselves and peers.	Learners may contribute to the creation of assessments and assess themselves and peers.	Learners may assess themselves and peers.	Learners have little or no involvement in their assessment.
Learner Support	Do the tools scaffold learning to help learners develop new skills?	The learner support tools are well-structured and will provide an excellent guideline for learners.	The learner support tools are clear and formative, without providing the best possible support.	The learner support tools do not sufficiently provide the learners with clear guidance.	The learner support tools provide no guidance to learners at all.