

Instructions

1. Read the research excerpts in the envelope provided.
2. Each research excerpt you read will have a number. As you read each research excerpt, try to place its number in the box to the right of the principle(s) that it best supports. Feel free to add comments, questions, and other thoughts in this box as well.
3. Once everyone at your table is done, go through each principle and discuss which research excerpts you thought supported it best
4. If you have time, continue the discussion by considering these questions:
 - a. Which principles align with and support your current practice?
 - b. Which principle might represent the greatest stretch for you (or your school) right now?

PBL Principles	Supporting Research
<p>Standards</p> <ol style="list-style-type: none"> 1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school's grading and reporting system). 	
<ol style="list-style-type: none"> 2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways. 	

PBL Principles	Supporting Research
<p>Assessment</p> <p>3. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.</p>	
<p>4. Formative assessments measure learning progress during the instructional process, and formative- assessment results are used to inform instructional adjustments, teaching practices, and academic support.</p>	
<p>5. Summative assessments – which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings – evaluate a student’s level of proficiency at a specific point in time.</p>	



PBL Principles	Supporting Research
Reporting	
<p>6. Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.</p>	
<p>7. Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.</p>	
Personalization	
<p>8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.</p>	



PBL Principles

9. Students can demonstrate learning progress and achievement in multiple ways through differentiated assessments, personalized-learning options, or alternative learning pathways.

Supporting Research

10. Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experiences and learning pathways.

