The PBL teacher’s role as an **EVALUATOR**

As the “evaluator” of the project, the educator has four roles:

(i) Establish the dimensions of evaluation (what areas will be evaluated).
(ii) Establish the criteria for evaluating each dimension (create rubrics, etc.).
(iii) Facilitate periodic team- & individual- self-evaluation.
(iv) Provide formal evaluation, grade, and feedback of the team’s product *and* process.

The educator is the **executive evaluator** because she/he is responsible for the ultimate evaluation of both product and the processes used to create and present the project and for facilitating student-reflection and self-evaluation throughout the process; each team also has specific responsibilities for evaluating the quality of their work process and product.

* **Important ideas...**
  * Evaluation should relate to broad, but critical outcomes.

![Key Instructional Outcomes /Goals](image)

* Evaluation process should promote self-evaluation & reflection
* Evaluation of each dimension should reflect a range of competency *(i.e., superficial, erroneous understanding with few connections .....to.... sophisticated, in depth understanding with many insights and connections)*
* Evaluation should relate directly to commitments to quality.

**Keys to success...**

Use rubrics to establish the standards and measures of success for each outcome.

Assess each individual’s ability to describe & explain the entire project & its importance (how it reflects individual learning & understanding).

Standards & expectations for evaluation should be known to students in advance so these can be used to guide their work *(i.e., explain the evaluation rubric before students begin the project)*.

When developmentally appropriate, involve students in the development of the rubric.

**Locks to avoid...**

Avoid dichotomous ‘yes/no’ checklists and ‘right/wrong’ evaluations.

Avoid placing too much emphasis on grades (emphasis should be on ensuring ‘quality’).