

Project/Problem-based Learning Activity Rubric

<i>Criteria</i>	<i>Exemplary</i> 5	<i>Accomplished</i> 4	<i>Developing</i> 3	<i>Beginning</i> 1
<i>Learning Outcome</i>	Learning outcome was presented with clarity and creativity. The learning outcome incorporated more than one domain of learning at a higher level of learning.	Learning outcome was clearly written and appropriate for level of learning assigned. Outcome was designed to facilitate learner-centered approaches and contains the performance, condition and criteria.	Learning outcome attempted to address level of learning assigned; however, missing elements of performance, condition and/or criteria	Learning outcome failed to address the level of learning assigned and/or was written at the lower level of learning.
<i>Activity</i>	Learner-centered approaches were innovative. The activity enhanced critical thinking. The activity was skillfully facilitated.	Activity/exercise incorporated a variety of strategies to engage the Millennial learner on a consistent basis. All instructional strategies were appropriate for learning outcome developed with clear guidelines for execution.	Activity/exercise attempted to incorporate instructional strategy; however, execution was flawed and/or strategy was not appropriate.	Activity/exercise failed to incorporate learning strategies to engage the Millennial learner. Information was solely presented in a lecture format
<i>Assessment Strategy</i>	The assessment strategy demonstrated a defined knowledge based upon research and practice.	Assessment strategy /tool selected clearly tied to outcome and activity. Remained true to Millennial and learner-centered characteristics.	Assessment strategy/tool was attempted but some areas were not clearly tied to outcome.	Assessment strategy/tool not related to learning outcome developed