



This event allows your team to share about a PBL project you did at school or in your community this year. Everyone on the team gets to talk a bit, and together, you'll show how PBL made learning awesome and real community impact.

The Big Idea:

Tell us all about your PBL journey. What was the project about? How did it start? What did you create? And most importantly, how did it help you and others learn?

Show Your Impact:

Share what you learned and how your PBL project made a positive impact. Did it make your school, community, or organization better? Let's hear how you rocked it!

Time to Shine:

Your presentation must be at least 5 minutes and not more than 7 minutes. Submit as a PDF via the Headrush platform by the appropriate deadline. Use your school name and project title for the file name – that's all you need.

Stay on Track:

The timekeeper will help you stay on time. They'll flash cards to show when you're at 6 minutes, and then they'll let you know when the 7 minutes are up.

Be Creative:

You're encouraged to be creative and have fun with your presentation. Make it unique and awesome!

Don't Forget the Basics:

You can use note cards to help you speak, but don't read everything word-forward. You're also allowed to use props like costumes, handouts, and more to make your presentation even more exciting.

Showcase Your PBL Journey:

Your PBL project deserves the spotlight. Get ready to share, inspire, and show how PBL rocked your learning journey!



CAREER DEVELOPMENT CONFERENCE
PROJECT-BASED LEARNING

Team: _____

Section: _____

Division: _____

Judge: _____

Judge Signature: _____

Time In: _____

Time Out: _____

Statement of interest	Fair 0-2	Average 3-5	Good 6-8	Excellent 9-10	Judge Score
1. Project Overview	The project overview does not share relevant information to explain why the project launched.	The project overview describes the need in vague terms and doesn't explain the expected impact of the project.	The project overview covers the need and desired impact but lacks detail.	The project overview shares detailed information about the need and the desired impact that created the environment for the project to launch.	
2. Research/Learning	Little to no evidence of research or understanding of the topic was presented.	Limited evidence of research and understanding of the topic.	Adequate evidence of research and understanding of the topic was presented that clearly shows that learning took place.	Comprehensive evidence of research and understanding of the topic and multiple examples of classroom and real-world learning are demonstrated.	
3. Planning with Student Voice and Choice	Little to no evidence of student voice and choice in the planning or organization of the project.	Some evidence of student voice and choice planning and organization of the project.	Evidence of thorough student voice and choice in the planning and organization of the project.	Evidence of extensive planning and organization. This project was a student-led initiative with minimal input from staff.	
4. Collaboration both in project and presentation.	Little to no evidence of collaboration with peers or mentor in both the project itself and the presentation.	Some evidence of collaboration with peers or mentor in either the presentation or the project but not both.	Effective collaboration with peers or mentor in both the project and the presentation.	Expert collaboration with peers or mentor in both the project and the presentation.	
5. Public Product	A public product or showcase was not used.	Public product somewhat aligns/meets project goals.	Public product was completed, aligns to project goals, and shared the projects impact.	Public product was inclusive, and exceptional in sharing the projects impact with a greater audience.	



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6. Engaging Presentation	The presentation and content did not capture the attention of the judge panel.	The presentation and content captured the attention of the judge panel. More could have been done to evoke emotion and share the project theme.	The presentation did a good job capturing the attention of the judge panel. The presentation stood out and evoked emotion. The presentation was interesting and thoughtful.	The presentation did an extraordinary job of captivating the attention the judge panel and activating a clear message that evoked emotion. It translated into an important presentation	
7. Reflection & Impact	Little to no evidence of reflection on the project process and learning.	Some evidence of reflection on the project process and learning which included an understanding of whether or not they succeeded in their projects objectives.	Effective reflection on the project process and learning which included detailed information on the projects impact.	Expert reflection on the project process and learning, included detailed information and data about the projects impact, and an understanding of how to repeat or iterate the project in the future.	
8. Overall Impression	Project was incomplete, poorly planned, and poorly executed.	Project was somewhat complete, mediocrely planned, and minimally executed.	Project is well-planned, complete, and executed with a great degree of success/learning/ impact.	Project is expertly planned, complete, and executed. The learners embodied the phrase "learning by doing," and made an impact on those around them.	
9. Meeting Time Requirements	N/A	The meeting slightly exceeded or fell short of the allocated time.	The meeting adhered precisely to the allocated time.	The meeting concluded earlier than the allocated time, allowing for additional discussion or activities	
10. Professional Attire	The attire is unsuitable and unprofessional for the context.	The attire shows some professional elements but lacks consistency.	The attire is suitable and professionally consistent.	The attire is exceptionally appropriate and demonstrates a deep understanding of professionalism.	

Notes:

Total Score
Out of 100 total points.