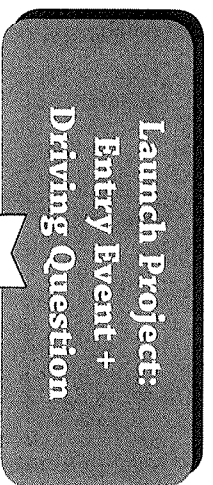


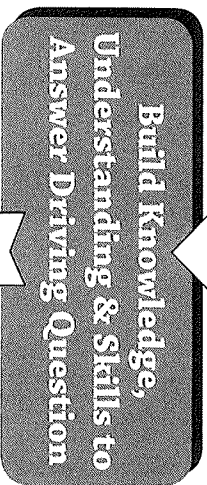
Project Path

How Teachers Support Inquiry:

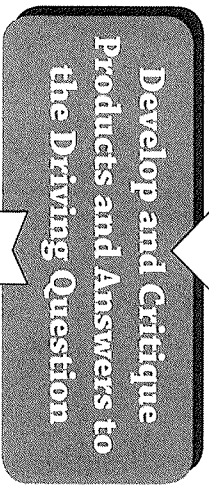
- ▶ Conduct entry event and present/co-construct driving question
- ▶ Facilitate process for generating student questions



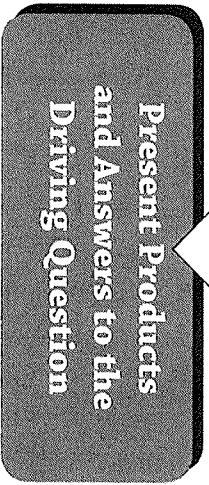
- ▶ Facilitate use and evaluation of resources
- ▶ Provide lessons, scaffolds, and guidance in response to student needs



- ▶ Help students apply learning to project tasks
- ▶ Provide additional experiences to generate new knowledge and questions
- ▶ Facilitate processes for feedback



- ▶ Help students evaluate their work
- ▶ Facilitate student reflection on process and learning



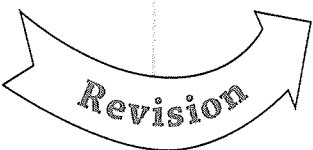
What Students Think About:

- ▶ What is the project asking me to do?
- ▶ What do I need to know?
- ▶ Why is this important?
- ▶ Who will I be sharing my work with?

- ▶ What resources can and should I use?
- ▶ Can I trust the information I am finding?
- ▶ What is my role in the process?

- ▶ How can I apply what I have learned to the project?
- ▶ What new questions do I have?
- ▶ Do I need more information?
- ▶ Is my work on the right track?

- ▶ What should I explain about my work?
- ▶ How can I best share this with others?
- ▶ What have I learned and what should I do in the next project?



Gold Standard PBL: Essential Project Design Elements

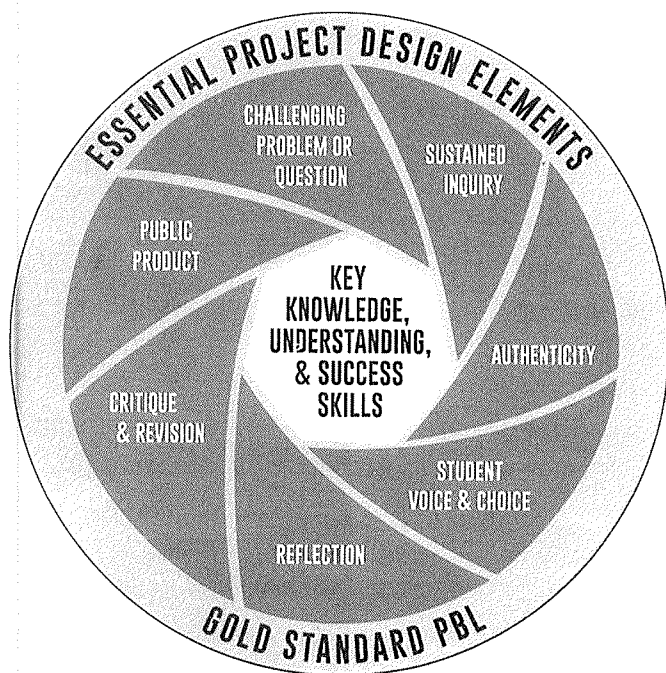
Buck Institute for Education 2015



It's nice that Project Based Learning is becoming popular, but popularity can bring problems. Here at the Buck Institute for Education, we're concerned that the recent upsurge of interest in PBL will lead to wide variation in the quality of project design and classroom implementation.

If done well, PBL yields great results. But if PBL is not done well, two problems are likely to arise. First, we will see a lot of assignments and activities that are labeled as "projects" but which are not rigorous PBL, and student learning will suffer. Or, we will see projects backfire on underprepared

To help teachers do PBL well, we created a comprehensive, research-based model for PBL — a "gold standard" to help teachers, schools, and organizations to measure, calibrate, and improve their practice. This term is used in many industries and fields to indicate the highest quality process or product. Our conception of Gold Standard PBL has three parts: 1) Student Learning Goals (in the center of the diagram below) 2) Essential Project Design Elements (shown in the red sections of the diagram), and 3) Project Based Teaching Practices (which we explain elsewhere).



teachers and result in wasted time, frustration, and failure to understand the possibilities of PBL. Then PBL runs the risk of becoming another one of yesterday's educational fads — vaguely remembered and rarely practiced.

Student Learning Goals

Student learning of academic content and skill development are at the center of any well-designed project. Like the lens of a camera, our diagram puts the focus of PBL on preparing students for successful school and life experiences.

Key Knowledge and Understanding

Gold Standard PBL teaches students the important content standards, concepts, and in-depth understandings that are fundamental to school subject areas and academic disciplines. In good projects, students learn how to apply knowledge to the real world, and use it to solve problems, answer complex questions, and create high-quality products.

Key Success Skills

Content knowledge and conceptual understanding, by themselves, are not enough in today's world. In school and college, in the modern workplace, as citizens and in their lives generally, people need to be able to think critically

and solve problems, work well with others, and manage themselves effectively. We call these kinds of competencies “success skills.” They are also known as “21st Century Skills” or “College and Career Readiness Skills.”

It’s important to note that success skills can only be taught through the acquisition of content knowledge and understanding. For example, students don’t learn critical thinking skills in the abstract, isolated from subject matter; they gain them by thinking critically about math, science, history, English, career/tech subjects, and so on.

We recommend all projects include a focus on these success skills: critical thinking/problem solving, collaboration, and self-management. Projects may also help build other skills, habits of mind and work, and personal qualities (such as perseverance or creativity), based on what teachers, schools, parents and communities value, but we believe the fundamental ability to think critically, solve problems, work with others and manage oneself and one’s own work are crucial stepping stones to future success.

Essential Project Design Elements

So what goes into a successful project? Based on an extensive literature review and the distilled experience of the many educators we have worked with over the past fifteen years, we believe the following Essential Project Design Elements outline what is necessary for a successful project that maximizes student learning and engagement.

Challenging Problem or Question

The heart of a project — what it is “about,” if one were to sum it up — is a problem to investigate and solve, or a question to explore and answer. It could be concrete (the school needs to do a better job of recycling waste) or abstract (deciding if and when war is justified). An engaging problem or question makes learning more meaningful for students. They are not just gaining knowledge to remember it; they are learning because they

have a real need to know something, so they can use this knowledge to solve a problem or answer a question that matters to them. The problem or question should challenge students without being intimidating. When teachers design and conduct a project, we suggest they (sometimes with students) write the central problem or question in the form of an open-ended, student-friendly “driving question” that focuses their task, like a thesis focuses an essay (e.g., “How can we improve our school’s recycling system, so we can reduce waste?” or “Should the U.S. have fought the Vietnam War?”).

Students are learning because they have a real need to know something, so they can use this knowledge to solve a problem or answer a question that matters to them.

Sustained Inquiry

To inquire is to seek information or to investigate — it’s a more active, in-depth process than just “looking something up” in a book or online. The inquiry process takes time, which means a Gold Standard project lasts more than a few days. In PBL, inquiry is iterative; when confronted with a challenging problem or question, students ask questions, find resources to help answer them, then ask deeper questions — and the process repeats until a satisfactory solution or answer is developed. Projects can incorporate different information sources, mixing the traditional idea of “research” — reading a book or searching a website — with more real-world, field-based interviews with experts, service providers and users. Students also might inquire into the needs of the users of a product they’re creating in a project, or the audience for a piece of writing or multimedia.

Authenticity

When people say something is authentic, they generally mean it is real or genuine, not fake. In education, the concept has to do with how “real-world” the learning or the task is. Authenticity increases student motivation and learning. A project can be authentic in several ways, often in combination. It can have an authentic *context*, such as when students solve problems like those faced by people in the world outside of school (e.g., entrepreneurs developing a business plan, engineers designing a bridge, or advisors to the President recommending policy). It can involve the use of real-world *processes, tasks and tools, and quality standards*, such as when students plan an experimental investigation or use digital editing software to produce videos approaching professional quality. It can have a real *impact* on others, such as when students address a need in their school or community (e.g., designing and building a school garden, improving a community park, helping local immigrants) or create something that will be used or experienced by others. Finally, a project can have *personal* authenticity when it speaks to students’ own concerns, interests, cultures, identities, and issues in their lives.

Reflection on the content knowledge and understanding gained helps students solidify what they have learned and think about how it might apply elsewhere, beyond the project.

Student Voice & Choice

Having a say in a project creates a sense of ownership in students; they care more about the project and work harder. If students aren’t able to use their judgment when solving a problem and answering a driving question, the project just feels like doing an exercise or following a set of directions. Students can have input and (some) control over many aspects of a project, from the questions they generate, to the resources they will use to find answers to their questions, to the tasks and roles they will take on as team members, to the products they will create. More advanced students may go even further and select the topic and nature of the project itself; they can write their own driving question and decide how they want to investigate it, demonstrate what they have learned, and make their work public.

Reflection

John Dewey, whose ideas continue to inform our thinking about PBL, wrote, “We do not learn from experience. We learn from reflecting on experience.” Throughout a project, students — and the teacher — should reflect on what they’re learning, how they’re learning, and why they’re learning. Reflection can occur informally, as part of classroom culture and dialogue, but should also be an explicit part of project journals, scheduled formative assessment, discussions at project checkpoints, and public presentations of student work. Reflection on the content knowledge and understanding gained helps students solidify what they have learned and think about how it might apply elsewhere, beyond the project. Reflection on success skill development helps students internalize what the skills mean and set goals for further growth. Reflection on the project itself — how it was designed and implemented — helps students decide how they might approach their next project, and helps teachers improve the quality of their PBL practice.

Critique & Revision

High quality student work is a hallmark of Gold Standard PBL, and such quality is attained through thoughtful critique and revision. Students should be taught how to give and receive constructive peer feedback that will improve project processes and products, guided by rubrics, models, and formal feedback/critique protocols. In addition to peers and teachers, outside adults and experts can also contribute to the critique process, bringing an authentic, real-world point of view. This common-sense acknowledgement of the importance of making student work and student products better is supported by research on the importance of “formative evaluation,” which not only means teachers giving feedback to students, but students evaluating the results of their learning.

Public Product

There are three major reasons for creating a public product in Gold Standard PBL — and note that a “product” can be a tangible thing, or it can be a presentation of a solution to a problem or answer to a driving question. First, like authenticity, a public product adds greatly to PBL’s motivating power and encourages high-quality work. Think of what often happens when students make presentations to their classmates and teacher. The stakes are not high, so they may slack off, not take it seriously, and not care as much about the quality of their work. But when students have to present or display their work to an audience beyond the classroom, the performance bar raises, since no one wants to look bad in public. A certain degree of anxiety can be a healthy motivator. But too much anxiety can of course detract from performance — the trick is to find the sweet spot, not the sweat spot — so it’s important that students are well prepared to make their work public.

When students have to present or display their work to an audience beyond the classroom, the performance bar raises, since no one wants to look bad in public.




Second, by creating a product, students make what they have learned tangible and thus, when shared publicly, discussible. Instead of only being a private exchange between an individual student and teacher, the social dimension of learning becomes more important. This has an impact on classroom and school culture, helping create a “learning community,” where students and teachers discuss what is being learned, how it is learned, what are acceptable standards of performance, and how student performance can be made better.

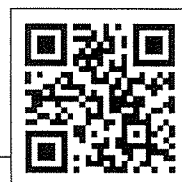
Finally, making student work public is an effective way to communicate with parents, community members, and the wider world about what PBL is and what it does for students. When a classroom, school, or district opens itself up to public scrutiny, the message is, “Here’s what our students can *do* — we’re about more than test scores.” Many PBL schools and districts reinforce this message by repurposing the traditional “open house” into an exhibition of project work, which helps build understanding and support for PBL among stakeholders. When the public sees what high-quality products students can create, they’re often surprised, and eager to see more.

Adapted from *Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction*, by John Larmer, John Mergendoller, Suzie Boss (ASCD 2015).

Essential Project Design Elements Checklist

Whatever form a project takes, it must meet these criteria to be Gold Standard PBL.

Does the Project Meet These Criteria?			
<p>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.</p>			
<p>CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.</p>			
<p>SUSTAINED INQUIRY The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.</p>			
<p>AUTHENTICITY The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.</p>			
<p>STUDENT VOICE & CHOICE The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.</p>			
<p>REFLECTION The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.</p>			
<p>CRITIQUE & REVISION The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.</p>			
<p>PUBLIC PRODUCT The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.</p>			



Project Based Learning Design Rubric

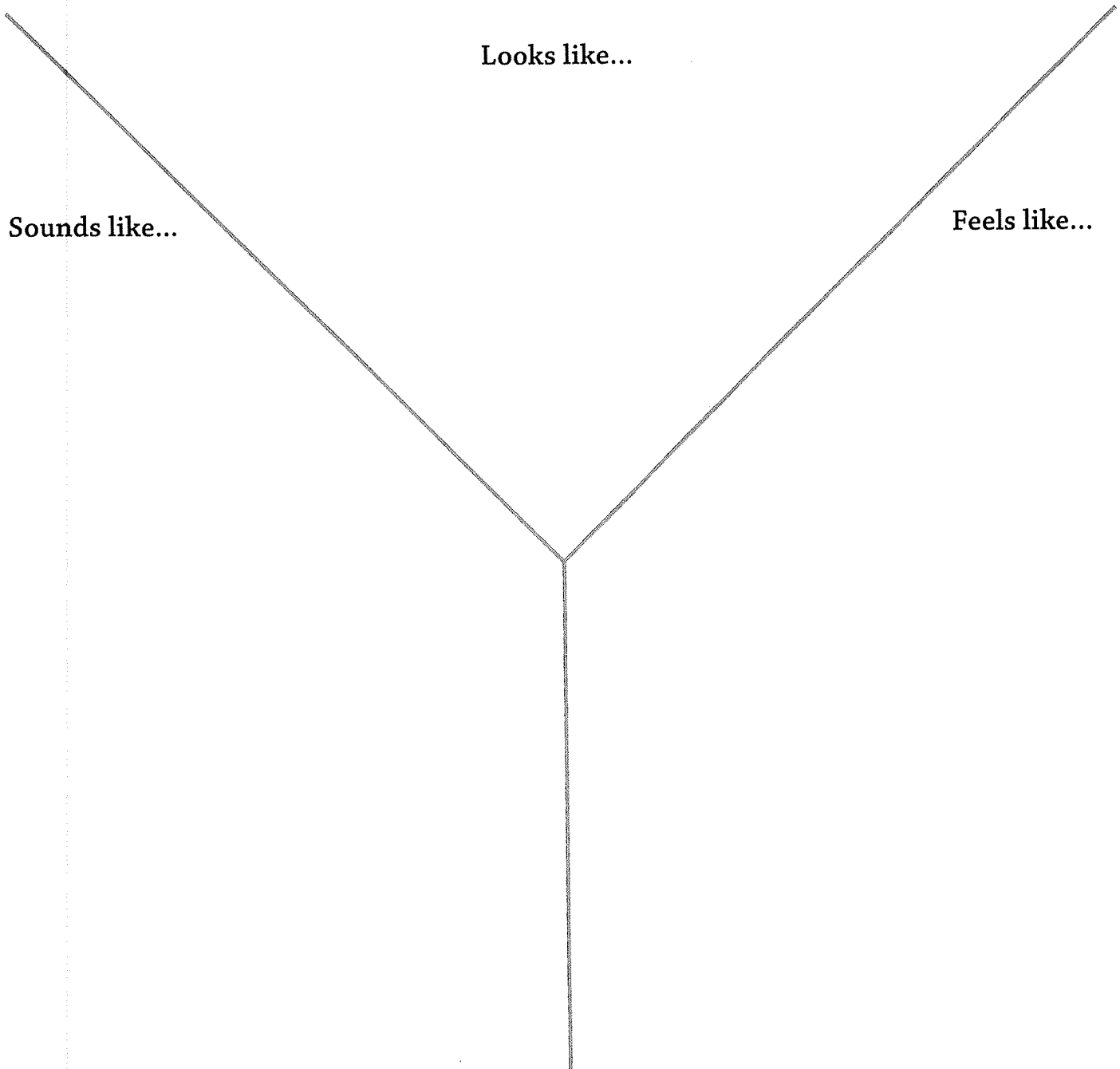
Project Design Elements	Lacks Features of Effective PBL - 1	Needs Further Development - 3	Includes Features of Effective PBL - 5
Driving Question	<ul style="list-style-type: none"> Driving question is incomplete or missing The driving question is too easily solved, a single answer, not engaging to students 	<ul style="list-style-type: none"> Driving question is not clearly part of the project design and implementation The driving question does not meet all of the criteria for a challenging problem or question 	<ul style="list-style-type: none"> The project is focused on a driving question The driving question is open-ended, understandable, inspiring to students and aligned with competencies
JAG Competencies	<ul style="list-style-type: none"> Student learning goals and objectives are not clear and specific Students lack knowledge of their learning outcomes 	<ul style="list-style-type: none"> The project targets too few, too many or unconnected goals Students are not fully aware of their learning outcomes 	<ul style="list-style-type: none"> The project is focused on teaching specific and important competencies and skills in connection with JAG Students are aware of their learning outcomes
Scaffolding & Project Schedule	<ul style="list-style-type: none"> No elements of scaffolding are apparent Concepts have no clear order for how or when they are introduced Project schedule is incomplete or missing 	<ul style="list-style-type: none"> Elements of scaffolding are in place Introduction of concepts could use improvement Project schedule is too long or too short for the subject matter 	<ul style="list-style-type: none"> Design allows for scaffolding of learning to occur Concepts are introduced and built upon over the course of the project Project schedule is conducted in an appropriate timeframe and during the school year
Student Voice & Choice	<ul style="list-style-type: none"> Students are not given opportunities to express ideas regarding the content of the project Students are expected to work too much on their own without adequate guidance from the teacher 	<ul style="list-style-type: none"> Students are given limited opportunities to express ideas regarding the content of the project Students work independently from the teacher to some extent, but could do more on their own 	<ul style="list-style-type: none"> Students have opportunities to express voice and choice on important matters Students take significant responsibility by working independently with appropriate teacher guidance
Project Aids	<ul style="list-style-type: none"> Does not incorporate learning aids and resources 	<ul style="list-style-type: none"> Learning aids are apparent, but lack clear connection to the overall project 	<ul style="list-style-type: none"> Project incorporates multi-media and varying learning aids to supplement learning
Relevancy	<ul style="list-style-type: none"> The project resembles traditional schoolwork and lacks the real-world 	<ul style="list-style-type: none"> The project has some authentic features, but is limited in nature 	<ul style="list-style-type: none"> The project is authentic, involves real-world tasks and tools with JAG competencies being incorporated
Rigor	<ul style="list-style-type: none"> The "project" is more of an activity or task Students lack engagement There are no chances for students to generate questions or be challenged 	<ul style="list-style-type: none"> Activities and tasks are utilized to supplement the project, however lack communication to the overall project Students are engaged at various parts throughout the project Students generate questions, yet tools are in place to direct students down the project path 	<ul style="list-style-type: none"> Hands-on learning lessons are incorporated throughout the project to section up the instruction and further demonstrate the overall project Students are engaged through the entire project Students generate questions and are challenged as they gather and interpret data, develop and evaluate solutions and/or build evidence for solving their questions
Relationship	<ul style="list-style-type: none"> No outside resources are utilized in connect with the project 	<ul style="list-style-type: none"> Limited outside resources are utilized Employers and community partners used are not closely aligned with overall project 	<ul style="list-style-type: none"> An appropriate amount of outside resources were incorporated into the project Employers and community partners enhanced the project
Reflection/Revision	<ul style="list-style-type: none"> Students are not allowed an opportunity to intentionally reflect on project 	<ul style="list-style-type: none"> Students and teacher engages in some reflection during the project and after completion Students are provided feedback about quality of products and teacher observations Limited revisions are allowed 	<ul style="list-style-type: none"> Adequate opportunities and resources are provided to allow students to reflect Students are provided regularly structured feedback from teacher and peers
Assessment	<ul style="list-style-type: none"> Does not include any formal means of assessment 	<ul style="list-style-type: none"> Includes a formative or summative assessment 	<ul style="list-style-type: none"> Feedback is used in a thoughtful way to revise Includes both formative and summative assessments
Public Product	<ul style="list-style-type: none"> Student did not make a product that is available for public consumption 	<ul style="list-style-type: none"> Student work is made public only within the classroom Students do not explain their work and/or what they learned 	<ul style="list-style-type: none"> Student work is made public by presenting or offering to those outside the classroom Students are asked to explain reasoning, processes and items learned

TASK 2.1 High Quality Assessment

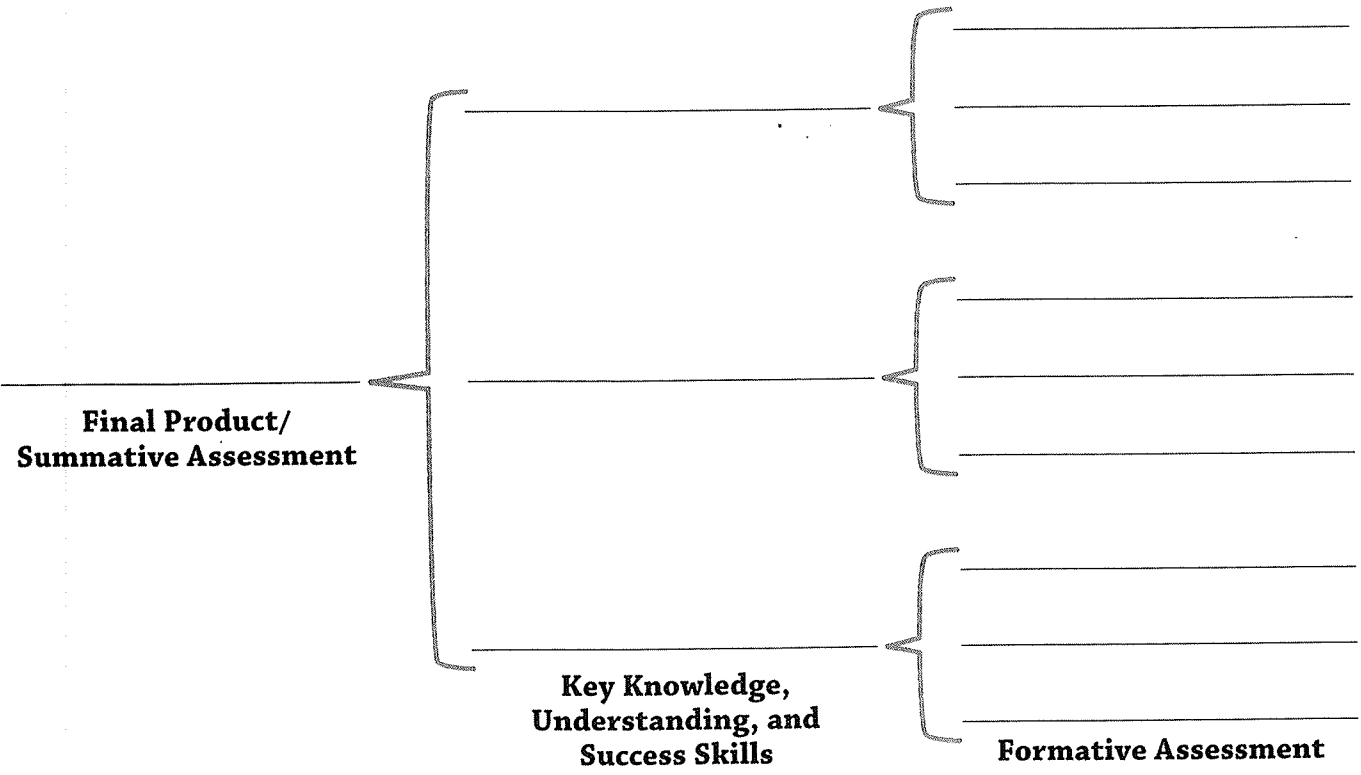
Before planning the assessments for your project, it is important to consider what high quality assessment is. On the y-chart below, record descriptors for the following:

- What high quality assessment looks like (e.g., examples of assessment; actions students take when completing a high quality assessment)
- What high quality assessment feels like (e.g., student affect; teacher experience)
- What high quality assessment sounds like (e.g., what language would you hear students use; what is the tone of conversations about high quality assessment)

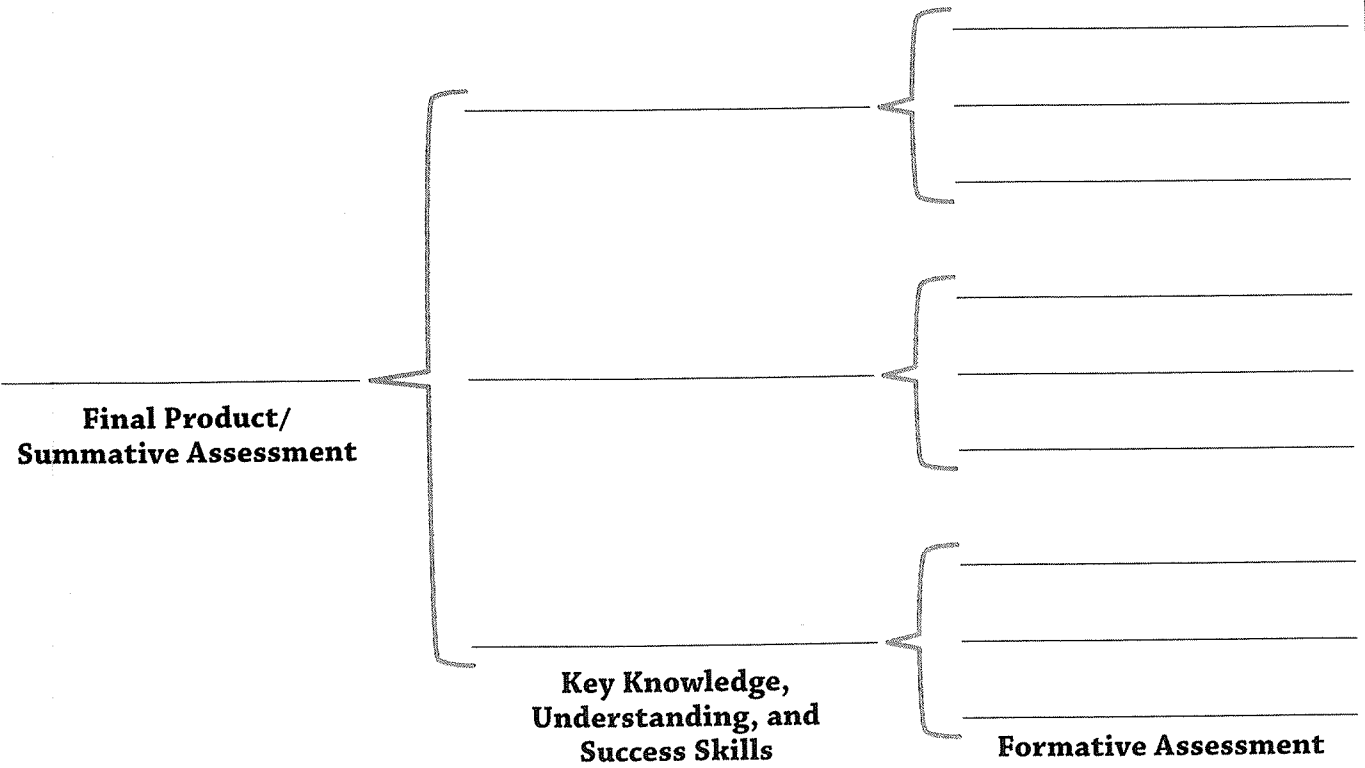
High Quality Assessment



Project Assessment Map



Project Assessment Map





Blog

May 24, 2012

What Does It Take for a Project to be “Authentic”?

John Larmer, BIE

Everyone thinks that Project Based Learning has something to do with “authentic” learning. But not everyone agrees what this means. I think there could be a sliding scale of authenticity in PBL.

“Not authentic” means the work students do does not resemble the kind of work done in the world outside of school or it is not intended to have an effect on anything apart from an academic purpose. A not-authentic project would involve the kind of assignment students are typically given in school: compose an essay, create a poster or model, write and present a book report, or make a PowerPoint presentation on a topic they’ve researched. Beyond their teacher and maybe their classmates there’s no public audience for students’ work, no one actually uses what they create, and the work they do is not what people do in the real world.

“Somewhat authentic” means students are doing work that simulates what happens in the world outside of school. In a project that is somewhat authentic, students could play a role: scientists, engineers, advisors to the President, or website designers who are placed in a scenario that reflects what might actually occur in the real world. Or students could create products that, although they are not actually going to be used by people in the real world, are the kinds of products people do use or create.

“Fully authentic” means students are doing work that is real to them — it is authentic to their lives — or the work has a direct impact on or use in the real world. The “real world,” by the way, could still be school, which is a very real place for students. In these projects, students might advocate for a cause; take action to improve their community; perform a service for someone; create a physical artifact to display or distribute, or express their own ideas about a topic in various media for particular audiences.

A project can be authentic in four ways, some of which may be combined in one project:

1. It meets a real need in the world beyond the classroom or the products students create are used by real people.

- ▶ Students propose designs for a new play area in a nearby park.
- ▶ Students plan and execute an environmental clean-up effort in their community.
- ▶ Students create a website for young people about books they like.
- ▶ Students write a guide and produce podcasts for visitors to historic sites in their city.
- ▶ Students serve as consultants to local businesses, advising them on how to increase sales to young people.
- ▶ Students develop a conflict resolution plan for their school.

2. It focuses on a problem, issue, or topic that is relevant to students’ lives — the more directly, the better — or on a problem or issue that is actually being faced by adults in the world students will soon enter.

- ▶ Students create music video PSAs to raise awareness of child nutrition and health issues in their community.
- ▶ Students learn physics by investigating the question, “Why don’t I fall off my skateboard?”
- ▶ Students learn about stray pets in their community and recommend what people should do.
- ▶ Students decide whether the U.S. should intervene in a conflict inside another country.

3. It sets up a scenario or simulation that is realistic, even if it is fictitious.

- ▶ Students are asked by the Archbishop of Mexico in 1819 to recommend a location for the next mission in California.
- ▶ Students act as architects designing a theatre that holds the maximum number of people, given certain constraints.
- ▶ Students are United Nations advisors to a country that needs advice about how to start a democracy.
- ▶ Students recommend which planet should be explored by the next space probe as they compete for NASA funding.
- ▶ Students are asked to propose ideas for a new TV reality show that educates viewers about science topics.

4. It involves tools, tasks, or processes used by adults in real settings and by professionals in the workplace. (This type of authenticity could apply to any of the above examples of projects.)

- ▶ Students investigating the physics of skateboarding test various surfaces for speed, using the scientific method and tools scientists use.
- ▶ Students exploring the issue of how we make and lose friends conduct surveys, analyze data, record video interviews, and use online editing tools to assemble their presentations.
- ▶ Students acting as U.N advisors to an emerging democracy analyze existing constitutions, write formal reports, and present recommendations to a panel.

I agree with purists that fully authentic projects are usually the most powerful and effective ones, because they are so engaging for students and allow them to feel like they can have an impact on their world — so the more of them, the better. But if you can’t get there yet, don’t feel like you’re failing the authenticity test in your projects. Some is still better than none!

PROJECT OVERVIEW

Name of Project:		Duration:
Subject/Course:		Grade Level(s):
Other Subject Areas to Be Included:		
Teacher(s):		
Project Summary		
Includes student role, issue, problem or challenge, action taken or purpose/beneficiary.		
Driving Question		
A driving question meets the following criteria: engaging for students, open-ended and aligned with learning goals.		
Entry Event		
An entry event should engage and intrigue to provoke students to want to know more about this topic.		
Public Product		
A Public Product should be one of the following: A tangible thing, presentation, or a solution/answer to the driving question.		
Team:		
Individual:		
Presentation Audience		
Class		
School		
Community		
Experts		
Web		
Other:		

P R O J E C T O V E R V I E W

<p>Competency Attainment</p> <p>Please provide a list of the competencies included and at what level they are achieved through this PBL.</p> <p>Consider what students should understand, know and be able to do as a result of the PBL?</p>	<p>Level 1: Level 2: Level 3:</p>		
<p>Formative Assessments (During Project)</p>	<p>Quizzes/Tests</p>	<p>Practice Presentations</p>	
	<p>Journal/Learning Log</p>	<p>Notes</p>	
	<p>Preliminary Plans/Outlines/Prototypes</p>	<p>Checklists</p>	
	<p>Rough Drafts</p>	<p>Concept Maps</p>	
	<p>Online Tests/Exams</p>	<p>Other:</p>	
	<p>Oral Presentation, with rubric</p>	<p>Written Final, with rubric</p>	
	<p>Multiple Choice/Short Answer Test</p>	<p>Peer Evaluation</p>	
	<p>Essay</p>	<p>Self-Evaluation</p>	
	<p>Other:</p>		
	<p>Reflection Methods (During and/or the End of the Project)</p>	<p>(Individual, Group, and/or Whole Class)</p>	<p>Journal/Learning Log</p>
		<p>Whole-Class Discussion</p>	<p>Fishbowl Discussion</p>
		<p>Survey</p>	<p>Other:</p>

P R O J E C T O V E R V I E W

<p>Scaffolding (Managing the Process)</p> <p>Lessons, exercises and activities integrated into the project that builds a student's understanding and experience with the content.</p> <p>All scaffolding should be leading students towards the Driving Question and ultimately to a high-quality Public Project.</p>	<p>Prior to the Project Beginning:</p> <p>Launching the Project:</p> <p>Project Navigation:</p>
<p>Accommodations</p>	
<p>Resources</p>	<p>School-Based Individuals:</p> <hr/> <p>Community:</p> <hr/> <p>Technology:</p> <hr/> <p>Materials and Supplies:</p>

PROJECT CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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PROJECT WEEK ONE

Notes:

PROJECT WEEK TWO

Notes:

P. CHARMING

Acad. Ability	M	
Leadership	M	
Behavior	M	
Art Skills	L	
Tech Skills	L	

Notes: athletic; confident; popular

S. NEEZY

Acad. Ability	M	
Leadership	M	
Behavior	H	
Art Skills	M	
Tech Skills	L	

Notes: cooperative, but misses school sometimes due to illness

G. RUMPY

Acad. Ability	H	
Leadership	H	
Behavior	M	
Art Skills	L	
Tech Skills	M	

Notes: anger issues; controlling; likes to keep things organized

D. OC

Acad. Ability	H	
Leadership	H	
Behavior	H	
Art Skills	M	
Tech Skills	M	

Notes: intelligent; bit of a know-it-all

B. ASHFUL

Acad. Ability	M	
Leadership	M	
Behavior	M	
Art Skills	H	
Tech Skills	H	

Notes: Gifted?; shy but excellent drawing skills

S. LEEPY

Acad. Ability	M	
Leadership	L	
Behavior	M	
Art Skills	M	
Tech Skills	H	

Notes: Sp Ed; sometimes loses focus; skips breakfast?

H. APPY

Acad. Ability	L	
Leadership	M	
Behavior	H	
Art Skills	H	
Tech Skills	M	

Notes: team player; good attitude; medicated?

L. MERMAID

Acad. Ability	H	
Leadership	H	
Behavior	M	
Art Skills	M	
Tech Skills	L	

Notes: sets high goals; athletic; Sp Ed (speech impaired)

B. EAST

Acad. Ability	H	
Leadership	L	
Behavior	M	
Art Skills	L	
Tech Skills	M	

Notes: loner; easily frustrated; has hidden potential?

G. PETTO

Acad. Ability	M	
Leadership	H	
Behavior	M	
Art Skills	H	
Tech Skills	H	

Notes: EL (Italian); mature; handy

P. NOCCHIO

Acad. Ability	L	
Leadership	L	
Behavior	L	
Art Skills	M	
Tech Skills	L	

Notes: EL (Italian); willing to follow others, but with strings attached; lies

J. CRICKET

Acad. Ability	H	
Leadership	H	
Behavior	H	
Art Skills	M	
Tech Skills	H	

Notes: Ivy League bound; competent; ethical; chirpy; small