	Obtrusive	Unobtrusive	Student Generated
Surface	**Students define key vocabulary terms in an online quiz.**	**Student responses to class-wide discussion are noted by the teacher.**	**Students generate a study guide with the key questions they believe are critical for developing surface knowledge.**
Deep	**Students are stopped in the middle of a protocol to address specific questions. The responses may come from written responses, oral presentations, or discussion prompts on Google classroom or Canvas.**	**The teacher notices student interactions during protocols, responses during priming and probing questions, or observes as students are writing and talking.**	**Students generate a probing question, and choose a discussion protocol. They use priming questions to answer key "need to knows" that were generated by students and aligned to the success criteria.**
Transfer	**Students are assessed through their performance on a Transfer Task. Assessments include performance tasks, GRASP Problems, 3 Act Tasks, and Matrix Problems**	**The teacher catches students' interactions with group members, authentic audiences, and individual actions during performance.**	**Students use the GRASP framework and create a new problem within or in a different context that aligns with the success criteria.**

Adapted from *The Project Habit: Making Rigorous PBL by Design Doable (2022)* by Michael McDowell and Kelley Miller