UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Project Based Learning and Assessment

Teacher Guide

TOPIC: Designing a Sustainable Home

Grade: 8 Advanced

Subject: English

Term: 2

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Introduction

Project-Based Learning & Assessment (PBLA) is an initiative to diversify the approach to summative assessment to focus on a wider range of student skills. It is a step towards a student-led approach which helps students to take ownership of their learning journey. This educational approach aligns learning tasks with Term 2 objectives to support and enhance student achievement.

Considerations for PBLA

1. Focus on both what students **know** and demonstrate what they **can do**, and how they can **apply their skills** in the subject to authentic scenarios
2. Allow students to demonstrate **key capabilities** – specifically, those of creative and critical thinking, problem-solving, communication, and collaboration
3. Provide opportunities for teacher **feedback**, peer feedback and space for **self-assessment** and **reflection on learning**
4. Encourage learners to develop **self-regulation and learning skills** such as goal setting and time management
5. Give students opportunity to transfer their knowledge to **authentic/real-world tasks** and **scenarios**
6. Focus as much on the **process** as the end product

I promise to:

- Reflect the UAE's cultural and moral values
- Showcase individual understanding and effort, discouraging reliance on external help
- Outline project objectives, assessment criteria, and grading expectations
- Accommodate diverse student talents and roles
- Guide ethical collaboration practices
- Value original ideas and recognise each member's contributions
- Teach responsible use of AI tools
- Safeguard student data and intellectual property
- Encourage self-reflection to identify strengths, areas for growth, and authentic achievements
- Model constructive feedback and fair assessment

This document provides Cycle 2 English teachers with guidelines on the theme, essential question, final product and lesson steps of the project, as well as explaining the associated marking rubrics.

2. Implementation Overview

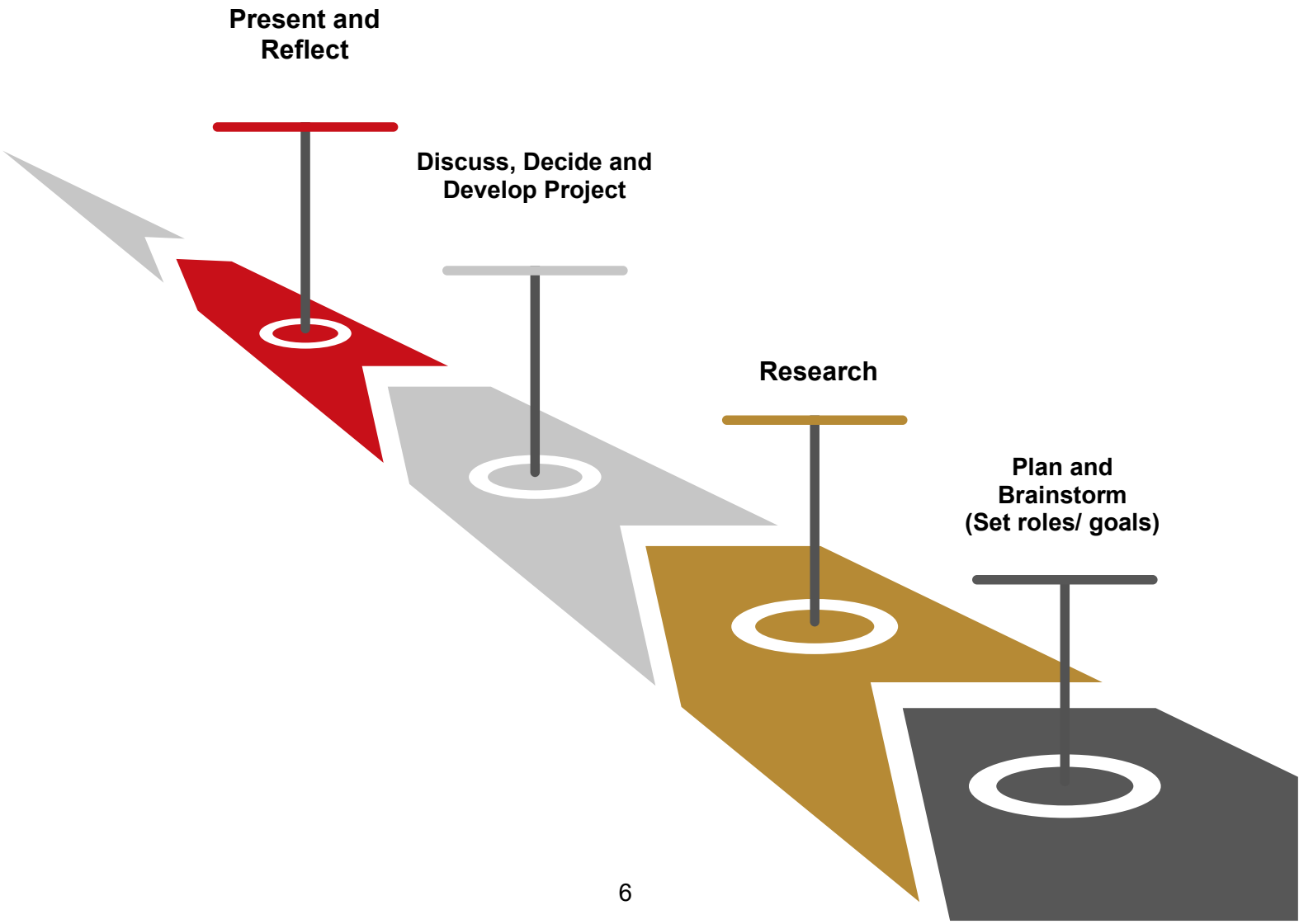
PBLA lessons will run throughout Term 2 and will involve continual observation and assessment of student performance. Students should be introduced to the project and the expectations for PBLA early in the term. It is important that students understand from the start that they will need to:

I. collaborate in groups
II. take responsibility for their individual contribution
III. reflect on their work

Setting the expectations for the project initiates **milestone one** in which students will be collaborating, planning and preparing their project. During this milestone, you will observe student behaviour in terms of their research, collaboration, goal-setting and problem-solving and award them marks based on the rubric at the end.

The next stage is **milestone two** where students deliver their projects and their reflections on their work, and this is assessed using the milestone two rubric.

The journey of the PBLA process is represented to students in their student guides through the following diagram:



3. Project Overview

In this project, students will create a plan for a sustainable home that would work well in the UAE's hot, dry desert climate, as well as reflect on their learning journey through the project. Students will need to think carefully about how to design a house that stays cool in the heat. Students should also make sure the design is good for the environment by using materials and methods that help protect nature and save energy. For example, consider ways to save water, use solar energy, or choose materials that are eco-friendly. Once students have designed their house, they will need to take a moment to check their plan and ensure that it is both practical and environmentally responsible.

Project Title

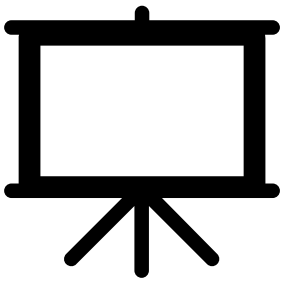
Designing a Sustainable Home

Essential Question

How can we design a home that stays cool in the desert saves energy and protects the UAE environment?

Final product

Create a plan for a Sustainable Home



Note: The final product should also be supplemented by some written/recorded evidence of the individual students' reflection on their learning journey.

This should include reflection on:

1) their planning and research – what they have learnt about the topic, and how they worked together as a team
2) their skills development through the process – how they have improved their language as well as their general soft skills development (e.g. presentation, time management, etc.)

4. Description of Lessons

Overview

Language development is key at every stage, with students practising functions such as asking questions, describing, explaining and clarifying. As they collaborate and present their designs, they apply English in meaningful contexts, reinforcing vocabulary and communication skills. Stage reflections and peer feedback further enhance their ability to articulate progress, adapt approaches and communicate ideas confidently in their final presentations.

NOTE: Prior to these lessons, an orientation session should be conducted to establish a successful Project-Based Learning and Assessment (PBLA) approach the session outlines the project's purpose allowing students to explore sample projects and are encouraged to think creatively. The focus is on hands-on learning, with an emphasis on content mastery. Teachers should highlight that learning through PBLA is enjoyable, adds value and stimulates imagination.

Role of the Teacher

- Assist students in assigning roles and grouping where needed.
- Provide constructive feedback that fosters both academic and personal growth, focusing on specific areas where students can enhance their skills while also celebrating their successes in tackling complex or difficult challenges.
- Emphasize the value of productive struggle in PBLA. By guiding students to work through challenging, authentic tasks, teachers help them develop resilience and foster a deeper understanding of English. This approach promotes growth through hands-on problem-solving.
- Encourage students to work as a peer 'coach' to each other, asking clarifying questions and suggesting improvements based on the success criteria.

Teacher to consider student capabilities when assigning roles and grouping. **While mixed-ability groups may be beneficial for many students, it is recommended to keep high-ability students together in their own groups.**

Encourage students to consider that there's no single 'right' way to approach the challenge. Unique ideas and perspectives are valuable. Feel free to think outside the box, take risks and explore innovative solutions. The learning process is just as important as the final product.

Instructions to Guide Student Planning

Student Role:

- Actively engage in project-based tasks by participating in classroom activities, discussions and group work.
- Collaborate with peers, contributing ideas and efforts to group projects.
- Take on specific roles within the team to ensure balanced participation.
- Engage with the project material thoroughly, ensuring a deep understanding of the subject matter.
- Conduct research and inquiry as required by the project using a variety of sources and methods.
- Receive feedback from teachers and peers with an open mind, considering it as an opportunity for improvement.
- Maintain a receptive attitude towards feedback.
- Use feedback constructively to enhance the quality of work and performance.
- Use rubrics and assessment criteria provided by teachers to guide their progress, self-assess work and identify areas for improvement, ensuring they meet key criteria in clarity, creativity and collaboration.
- Deliver their presentations.
- Reflect on their learning experiences, noting what they have learned, which challenges were faced and how they overcame them.

Materials/Resources:

- Paper, rulers, coloured pencils
- Reference materials on sustainability and heritage (e.g., Big Green Legacy, online resources)
- Internet-connected devices for research
- Literacy toolkit for structured language practice

Milestone	Lesson No. and Title	Guiding Question	Project Objectives	Teaching Objectives	Student Learning Outcomes (SLOs)
Milestone 1	**Lesson 1:** Introduction to the project **Lesson 2:** Exploring Traditional Desert Homes	How can I show my best work on a project? How does traditional architecture help keep buildings cool in the desert?	To outline the PBLA aim, and for students to set roles and understand responsibilities. Examine and describe traditional desert architecture, focusing on eco-friendly features and their functions in the UAE.	**Focus:** Present an overview of the project task, expectations and timeline. Vocabulary related to project work such as “roles”, “responsibilities”, “goals”, etc. **Focus:** Students practice asking questions and clarifying to build understanding.	**Speaking:** ENG.06.3.1.XX.009 – Produce connected speech using correct intonation and rhythm. ENG.06.3.3.XX.021 – Express own ideas and respond to ideas of others. ENG.06.3.3.XX.024 – Initiate and participate in a wide range of interactions on familiar and concrete topics. **Listening:** ENG.06.1.2.XX.021 - Listen and understand the overall meaning of simple extended text on familiar and some unfamiliar concrete texts. **Reading:** ENG.06.2.3.XX.017 – Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete texts. ENG.06.2.3.XX.019 – Read and understand details in simple, extended texts on familiar and some unfamiliar concrete texts.

					Writing: ENG.06.4.3.XX.001 – Write simple, extended text on familiar and concrete topics. ENG.06.4.3.XX.002 – Write structured paragraphs that contain a topic sentence and supporting details. **Functional Language:** FL.8 – Expressing preference FL.13 – Describing processes FL.16 – Expressing opinion FL.26 – Comparing and contrasting FL.42 – Checking understanding and clarifying
Group Work	**Lesson 1** Each group will engage in understanding the overall task for the project, the expectations around personal responsibility and the criteria for success. Then each group will plan their project, setting themselves roles/responsibilities and learning goals (teachers can use the student guide materials to support this). **Lesson 2** Each group explores specific features of traditional desert architecture (e.g., barjeel (wind tower) or thick walls). Groups present their findings, describing how these structures work to cool and insulate buildings. This involves studying examples, listening, summarising and presenting. **For both lessons:** They will also practice asking and answering questions for clarification while using functional language to check understanding.				

Literacy Development:	**Lesson 1** Students will develop their communication skills negotiating with their peers with regards to their project planning and their roles & responsibilities. They will have the opportunity to write through the student guide activities, as well as apply their understanding of the roles described in the guide. Students may review future tenses (will, going to, etc.) to discuss their plans for the project. **Lesson 2** Students will learn to describe traditional desert construction processes and connect architectural features to their functions using relevant vocabulary (e.g., barjeel (wind tower) or thick walls). They will also practise asking and answering questions for clarification while using functional language to check understanding.

Wrap-Up: Discussion and Reflection

Lesson 1
At the end of the lesson, the teacher can ask structured questions to confirm student understanding of the expectations of the project. Students may reflect on what makes a good project and how to demonstrate their own abilities. Encourage students to reflect on the "I CAN" statements and set personal goals for growth. Think about your strengths and how your friends tackle challenges—what can you learn from them? Peer/teacher feedback can be given on their plans for the project. Students can self-assess their ability to set goals for themselves.

Lesson 2
At the end of the lesson, the teacher leads a reflection, asking questions like, “How can these architectural features help make homes more eco-friendly?” Students connect their observations to the broader goal of eco-friendly home design, using the target language to describe these traditional methods' effectiveness and environmental benefits.

To enhance collective intelligence in your groups, embrace open communication, celebrate diverse perspectives and work towards clear goals together. Remember, great ideas often come from collaboration, so let your creativity shine!

Milestone 1	**Lesson 3:** Eco-friendly Design Principles **Lesson 4:** Desert-Friendly Materials	How can we describe design features that help protect our environment? What materials work best in desert climates? What are eco-friendly materials?	Identify and describe principles of eco-friendly design and their functions in the UAE. Enable students to identify the main points when reading about materials and describe their advantages and disadvantage, using appropriate functional language.	**Focus:** Descriptive and analytical language; Vocabulary includes sustainability features (e.g., "insulation," "solar energy") and materials (e.g., "adobe," "limestone"). Students practice describing functions and comparing materials.	**Speaking:** ENG.06.3.1.XX.009 – Produce connected speech using correct intonation and rhythm. ENG.06.3.3.XX.021 – Express own ideas and respond to ideas of others. ENG.06.3.3.XX.024 – Initiate and participate in a wide range of interactions on familiar and concrete topics. **Listening:** ENG.06.1.2.XX.021 - Listen and understand the overall meaning of simple extended text on familiar and some unfamiliar concrete texts. **Reading:** ENG.06.2.3.XX.017 – Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete texts. ENG.06.2.3.XX.019 – Read and understand details in simple, extended texts on familiar and some unfamiliar concrete texts.

					Writing: ENG.06.4.3.XX.001 – Write simple, extended text on familiar and concrete topics. ENG.06.4.3.XX.002 – Write structured paragraphs that contain a topic sentence and supporting details. **Functional Language:** FL.8 – Expressing preference FL.13 – Describing processes FL.16 – Expressing opinion FL.26 – Comparing and contrasting FL.42 – Checking understanding and clarifying
Group Work	**Lesson 3** In groups, students explore eco-friendly design concepts such as solar panels, insulation and water conservation systems. They create a table listing each feature, describing how it works to support sustainability. They could research examples of sustainable builds e.g. homes in Masdar city. **Lesson 4** Each group research one material commonly used in desert environments (e.g., adobe, limestone, glass) and/or more environmentally friendly alternative materials (such as wood made from palm). They create a pros and cons chart to explore its suitability for desert homes. Each group then shares their findings with another. **Example:** Encourage students to create a "Sustainability Showcase" board where they present each design feature's function with visuals and descriptive language. Use peer feedback circles, rotating students through small groups to critique and improve each other's explanations on clarity and relevance.				

Literacy Development:	**Lesson 3** Students will develop the ability to describe processes and make connections between architectural features and their functions, using vocabulary and expressions related to environmentally friendly technology and sustainability. **Lesson 4** Students will develop the ability to describe processes and make connections between architectural features and their functions, using vocabulary (e.g., adobe, limestone, glass) and expressions related to materials and sustainability.

Wrap-Up: Discussion and Reflection

Lesson 3
At the end of the lesson, lead a discussion where students describe the eco-friendly features they explored and ask each other to clarify questions. Encourage them to use connected speech and functional language, reinforcing the importance of describing functions clearly and using connected speech for smooth explanations.

Lesson 4
At the end of the lesson, facilitate a class discussion on which material seems most suitable for desert climates and why. Encourage students to use the functional language for pros and cons and provide constructive feedback on their use of connected speech, descriptive vocabulary and sentence structures. Students can self-assess their research skills.

Milestone 1	**Lesson 5:** Eco-friendly Home Design	How can we design a home layout that saves resources and is suited to a desert climate?	To start work on the design for the sustainable home	**Focus:** review the elements of sustainability (energy use, cooling, water conservation, materials, etc.); collaborate to make decisions on the design	**Speaking:** ENG.06.3.1.XX.009 – Produce connected speech using correct intonation and rhythm. **ENG.06.3.3.XX.021 –** Express own ideas and respond to ideas of others. **ENG.06.3.3.XX.024 –** Initiate and participate in a wide range of interactions on familiar and concrete topics. **Listening:** ENG.06.1.2.XX.021 - Listen and understand the overall meaning of simple extended text on familiar and some unfamiliar concrete texts. **Reading:** ENG.06.2.3.XX.017 – Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete texts. ENG.06.2.3.XX.019 – Read and understand details in simple, extended texts on familiar and some unfamiliar concrete texts. **Writing:** ENG.06.4.3.XX.001 – Write simple, extended text on familiar and concrete topics. ENG.06.4.3.XX.002 – Write structured paragraphs that contain a topic sentence and supporting details.
	Lesson 6: Describing our design	What is effective language to communicate our ideas?	To finalize their sustainable home designs and to consider effective ways to describe/annotate it. Start work on a description of their learning journey through the project.	**Focus:** to compose simple but accurate sentences to effectively communicate their design and their reflection	
	Lesson 7: Learning presentation skills	How can you make your presentation clear and interesting?	To build confidence in oral communication. To finalize their reflections.	**Focus:** Teaching effective strategies for presenting ideas confidently and developing students' oral language skills. Focus on simple sentences, pacing, correct pronunciation and engaging delivery. **Note: finalize grading against milestone one criteria in this lesson.**	

					Functional Language: FL.8 – Expressing preference FL.13 – Describing processes FL.16 – Expressing opinion FL.26 – Comparing and contrasting FL.42 – Checking understanding and clarifying
Group Work	**Lesson 5** Each group designs a basic floor plan for a desert-friendly home, considering room placement and orientation for energy efficiency. They create a visual diagram and present their layout to the class, describing the eco-friendly features and reasoning behind their choices. **Lesson 6** In groups, students collaborate to finalize their sustainable home design. They will then produce some simple annotations to explain its features – focusing on the accuracy of the English used. Students may also start preparing their reflections on the process. **Lesson 7** In groups, students will collaborate to decide the main messages they want to convey about their sustainable home design, how they will communicate them effectively and who will contribute what to the presentation. This collaborative process will help students learn to work together effectively, share thoughts and provide feedback to one another. They will also practice their presentation speaking skills, ensuring clarity and coherence in both their visual design and oral presentations. Students may also use this time to finalize their evidence of reflection on the project, in preparation for the presentation phase.				
Literacy Development:	**Lesson 5** Students will develop the ability to describe processes and make connections between architectural features and their functions, using vocabulary and expressions related to traditional desert structures and sustainability. **Lesson 6** Students will focus on the accuracy of their writing as they annotate or prepare descriptions for their sustainable home design. This could include the passive voice and sequencing words to describe any processes involved.				

	Lesson 7 Students will develop their ability to ask and answer questions for understanding and clarification, focusing on language to discuss and confirm the function of eco-friendly design features (e.g., cooling systems, energy-efficient materials or renewable energy sources).

Wrap-Up: Discussion and Reflection

Lesson 5:
Conclude the lesson with a discussion and reflection on the process of creating their home design and how they worked together to communicate it visually and verbally. They will reflect on how ideas within their plan for a sustainable home can be communicated through the combination of visuals, labels and words. This reflection encourages students to think critically about the effectiveness of their communication and whether their message is clear and impactful. By sharing feedback with peers, students can identify areas for improvement and consider how they can make their presentations more engaging, helping to reinforce their literacy development and presentation skills.

Lesson 6:
Students can reflect on the accuracy of their writing, and whether they have shown improvement and growth in their writing skills. Teacher can give feedback on any common errors that have been identified. This can feed into their final reflection on their learning journey.

Lesson 7:
At the end of the lesson, groups will come together for a discussion and reflection on their work. Students will share their experiences, focusing on what worked well and any challenges they faced. The teacher will prompt them to reflect on how they can improve their presentations, considering factors such as clarity, visual impact and audience engagement. Students will also provide peer feedback, offering constructive suggestions on how to make the presentations more interesting or clearer. This will help students evaluate their progress, recognize areas for improvement and reinforce the importance of effective communication in both visual and oral forms. This can feed into their final reflection on their learning journey.

Milestone 2	**Lesson 8:** Final Presentation of Eco-friendly Desert Home Designs	How can we present an eco-friendly desert home design effectively to an audience?	Students will showcase their understanding of eco-friendly home design by presenting their group's final design, showing the features, functions and advantages tailored for desert environments in the UAE.	Presentation language and reflective vocabulary. Students use simple language to present their energy plans, explaining energy sources and how they help and using words like "important," "better," and "useful."	**Speaking:** ENG.06.3.1.XX.009 – Produce connected speech using correct intonation and rhythm. ENG.06.3.3.XX.024 – Initiate and participate in a wide range of interactions on familiar and concrete topics. ENG.06.3.2.XX.008 – Speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication. ENG.06.3.3.XX.021 – Express own ideas and respond to ideas of others. **Listening:** ENG.06.1.2.XX.021 – Listen and understand the overall meaning of simple, extended text on familiar and some unfamiliar concrete topics. **Functional Language:** FL.8 – Expressing preference FL.13 – Describing processes FL.16 – Expressing opinion FL.25 – Giving presentations

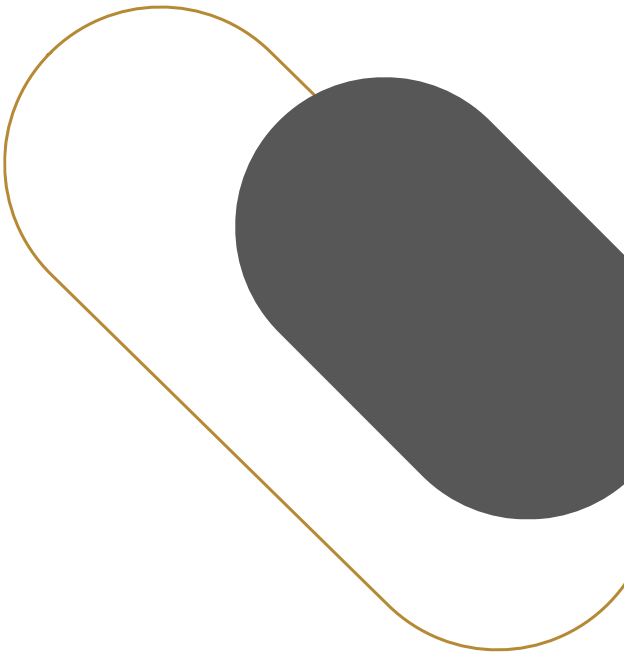
					FL.26 – Comparing and contrasting FL.28 – Asking for and making recommendations.
Group Work	**Lesson 8:** Each group presents its eco-friendly desert home design, using models, diagrams and floor plans. They will describe each feature's function and advantages, practicing clear and structured presentation language. Students may ask questions after the presentations, and groups will be asked to reflect on the process of developing their poster and what they have learnt.				
Literacy Development:	Students will develop presentation skills by using both basic and detailed sentence structures and practicing phrases that help make their presentations clear and engaging. Emphasize useful presentation phrases (e.g., "First, we will talk about…," "Finally, let me tell you…") to organize ideas and encourage descriptive language to explain visuals (e.g., "This picture shows…"). Guide students in using a mix of simple and more complex sentences to make their points clear and interesting.				
Wrap-Up: Discussion and Reflection Students will present their individual reflections on the learning process. If not already included in their presentation, teacher to ask each group to reflect on the process of researching and designing their poster – what they have learned and how it applies to their everyday life. **If possible, invite a local energy expert or sustainability professional (even virtually) to watch the presentations and provide feedback, helping students connect their work to real-world practices. After each presentation, you may hold a "Q&A session" where classmates act as reporters, asking questions to encourage students to explain and elaborate on their energy-saving plans.**					

5. Assessment

MILESTONE 1 – (Preparation/Process)

This initial rubric has four criteria and will be used while observing student behaviour in all of the planning and preparation lessons leading up to the final presentation. Please use the following rubric, with the illustrations and guiding questions, to **determine the 'best fit' judgement**: Beginning/Developing/Acquired.

Within the band is a range of possible scores. You may use the lower score if they just barely meet the descriptions of the band, or the higher score if they clearly meet the requirements well but the above band doesn't fit. You may also use the score range to help you differentiate and rank student performance within the same band. Reserve 0 scores for where there is cheating/malpractice which is not remedied, even when given opportunity to.



Criterion	Beginning: 1 - 4	Developing: 5 - 7	Acquired: 8 - 10
Research and Inquiry	• Shows **minimal evidence of basic research** • Struggles to formulate inquiry questions or adopt inquiry-based learning approaches • Sources may lack credibility or relevance • **Little use of learning technologies** • **Relies on basic approaches** without much originality	• Demonstrates **some basic but systematic research** capabilities and inquiry • Utilizes credible sources: **use learning technologies to support,** but the depth of investigation is limited • Attempts to formulate questions with teacher guidance • **Attempts creative solutions** but needs more depth and risk-taking	• Conducts **thorough research using a range of credible sources: use learning technologies to support learning effectively**. • Student articulates sophisticated inquiry questions, and effectively contributes to advancing the depth of understanding within the project • **Proposes original solutions**, takes risks, and adapts to changing project dynamics with unique idea
Collaboration, Communication & Contribution	• Contributes minimally to group processes, often requiring frequent prompts to engage actively • **Little engagement in planning of project**. **Some difficulty** and limited clarity in interacting, discussing and communicating their learning • **No real evidence of leadership within group**	• Participates consistently, albeit not uniformly, in group discussions and activities • Shares ideas and listens to peers but needs to balance contributions more effectively • **Some contribution in driving group progress and planning of project** • **Adequate** when interacting, discussing and shows emerging skills when communicating their learning • **Some evidence of minimal leadership within group**	• Fully engages in group work, taking on **clear leadership roles,** providing support to peers, and demonstrating proactive collaboration to achieve group objectives • Consistently drives group progress and ensures **project planning tasks are completed effectively** • **Clear** when interacting, discussing and consistently communicating their learning effectively
Self-Regulation & Engagement	• Exhibits a lack of self-regulation, requiring consistent prompting to remain focused • Demonstrates **minimal motivation or engagement** • **Unsure how to set goals to improve their work**	• Shows emerging self-regulation capabilities; **sets basic learning goals** and generally maintains focus, although occasional reminders are needed • Demonstrates **some motivation and engagement** when managing subject-specific activities	• Demonstrates strong self-regulation, independently **establishing meaningful learning goals** • Actively manages personal progress with a high level of engagement • Demonstrates **high level of motivation and engagement** when managing subject-specific activities
Problem-Solving & Critical Thinking	• Relies heavily on teacher support for problem-solving • Critical skills are **not developed or apparent** • Shows **difficulty** in evaluating options, making decisions and **finding solutions**	• Identifies problems and attempts solutions but requires occasional guidance • Demonstrates some critical thinking but lacks depth • Overall problem-solving and critical thinking are **developing features with some solutions proposed**	• **Independently** solves problems by evaluating **multiple solutions** • Shows creativity and **well-developed** critical thinking skills

MILESTONE 1 - Illustrations

Research and Inquiry

Acquired: The student conducts thorough research, using a variety of credible sources (from reputable sites/sources, that include citations, etc.) and effectively incorporates learning technologies. They articulate sophisticated inquiry questions to help systematically explore the topic in depth. The student demonstrates the ability to synthesize information, uncovering new insights and advancing understanding within the project. Their research process reflects innovation and a strong grasp of inquiry-based learning.

Developing: The student demonstrates basic research abilities, using credible sources but with limited depth in investigation. They make some use of learning technologies to support their research and begin to formulate questions with teacher guidance. There is evidence of emerging systematic inquiry, though conclusions may lack depth and synthesis across sources.

Beginning: The student shows minimal effort in research, either using no resources or only ones lacking credibility/relevance. They struggle to formulate meaningful questions or adopt inquiry-based learning. There is little evidence of using learning technologies to support research. The student's work shows limited understanding of how to deepen inquiry or explore beyond surface-level facts.

Collaboration, Communication & Contribution

Acquired: The student is fully engaged in group activities, frequently contributing original ideas and taking a proactive role in planning and organizing. They demonstrate strong listening skills, actively offering constructive feedback and encouragement to peers, and using negotiation and conflict resolution to resolve disagreements. The student is comfortable assuming leadership roles, actively supporting group tasks, and driving project progress. Their positive and proactive involvement enhances the group dynamic, creating a productive and supportive team environment.

Developing: The student participates in group activities with some prompting and occasionally shares ideas, though these may lack originality or depth. They listen to peers and sometimes provide constructive feedback, but their engagement can be inconsistent. The student occasionally helps with group tasks but rarely assumes a leadership role, offering limited support to peers. Their impact on group dynamics is neutral, without significantly advancing or hindering group progress.

Beginning: The student rarely participates in group activities, even with prompting. They barely contribute to planning, struggle with effective communication, and show limited interaction or discussion with peers. The student does not take on leadership roles, and their involvement generally has little to no positive impact on advancing the group’s objectives.

Self-Regulation & Engagement

Acquired: The student demonstrates strong self-regulation, setting meaningful goals and actively tracking personal progress. They stay engaged throughout activities, being consistently motivated and focused. The student independently manages their time effectively, takes initiative in their learning, and seeks additional resources or help when needed to overcome challenges

Developing: The student shows emerging self-regulation skills, generally staying focused with occasional reminders. They set basic learning goals and display some motivation and engagement, especially in subject-specific activities. The student is beginning to manage their time independently, though focus and persistence may vary

Beginning: The student exhibits minimal self-regulation and often needs frequent prompting to stay on task. They demonstrate little motivation or enthusiasm and may struggle to set meaningful goals to improve their work. Engagement in activities is inconsistent and typically requires teacher intervention to maintain focus

Problem-Solving & Critical Thinking

Acquired: The student independently identifies problems and evaluates multiple solutions, showing creativity and well-developed critical thinking skills. They make decisions based on structured reasoning, effectively handling unexpected challenges and adapting to changes in the project. The student demonstrates a proactive approach to problem-solving, proposing thoughtful, innovative solutions and justifying their choices.

Developing: The student can identify problems and attempts to solve them with occasional guidance. They demonstrate emerging critical thinking skills, though their problem-solving approach may lack thorough evaluation. While their solutions show some independent thought, they rely on teacher input for more complex issues and may not fully analyse options.

Beginning: The student relies heavily on teacher support, showing limited problem-solving and critical thinking abilities. They struggle to evaluate options, make decisions, or find solutions independently. Their approach lacks depth, and they are often unsure how to proceed when faced with challenges.

MILESTONE 1 - Guiding Questions

Research and Inquiry:

☐ Is there evidence of systematic research, including relevant data and facts?

☐ Are the sources used credible, reliable, and relevant to the topic?

☐ Did the student formulate meaningful, open-ended questions that guided their inquiry?

☐ Did the research include a range of perspectives or viewpoints?

☐ Was the student able to synthesize information from multiple sources to draw conclusions?

☐ Did the student identify gaps in existing information or propose areas for further investigation?

☐ Was the inquiry process documented, with notes and reflections showing how research evolved?

Collaboration & Contribution:

☐ Did the student participate actively in group activities without needing excessive prompting?

☐ Did the student contribute original ideas during group work?

☐ Did the student listen actively and respond constructively to peers?

☐ Did the student help organize group tasks or assume leadership when necessary?

☐ Was the student consistent in their engagement throughout all stages of the project?

☐ Did the student provide support or assistance to peers when needed?

☐ Was the group dynamic improved due to the student's contribution?

Self-Regulation & Engagement:

☐ Did the student stay focused and on task without frequent prompting or reminders?

☐ Did the student set clear learning goals and plan how to achieve them?

☐ Was the student motivated and enthusiastic about the topic and activities?

☐ Did the student take initiative to overcome challenges or obstacles in their learning?

☐ Did the student reflect on their learning progress and adjust goals as necessary?

☐ Did the student manage their time effectively during both independent and group activities?

☐ Was there evidence of proactive behaviour, such as seeking additional resources or help when needed?

Problem-Solving & Critical Thinking:

☐ Did the student effectively identify the core problem or challenge relevant to the subject matter (e.g., developing and evaluating different scientific hypotheses in science, using data analysis software in Math, exploring thematic elements in English, evaluating literary elements in Arabic)?

☐ Was the student able to propose multiple well-considered solutions to the identified problem?

☐ Did the student assess the strengths and weaknesses (pros and cons) of each proposed solution?

☐ Did the student demonstrate creativity or innovation in their problem-solving approach?

☐ Was there clear evidence of logical reasoning and structured thinking behind decision-making processes?

☐ Did the student work independently to solve problems, showing minimal reliance on teacher assistance?

☐ How effectively did the student handle unexpected challenges or adapt to changes during the project?

☐ Did the student demonstrate a willingness to take risks in their approach to problem-solving?

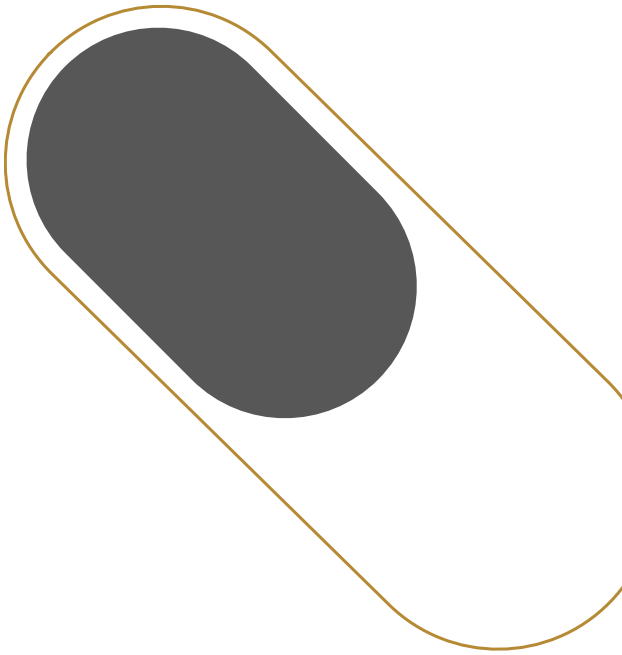
☐ Was the student able to justify their choice of solution and reflect on its potential effectiveness?

☐ Did the student ask probing questions to deepen understanding of the problem or challenge?

MILESTONE 2 – Presentation / Product

This rubric will be applied when the students present (in whatever format decided) their final project work. It evaluates the product. There should be opportunity for students to demonstrate their reflection on the project during this phase. Please use the following rubric supported by the illustrations and guiding questions, to determine the ‘best fit’ judgement: Beginning/Developing/Acquired.

Within the band is a range of possible scores. You may use the lower score if they just barely meet the descriptions of the band, or the higher score if they clearly meet the requirements well but the above band doesn’t fit. You may also use the score range to help you differentiate and rank student performance within the same band. Reserve 0 scores for where there is cheating/malpractice which is not remedied, even when given opportunity to.



Criterion	Beginning: 1 - 4	Developing: 5 - 7	Acquired: 8 - 10
Presentation & Reflection Skills	• Demonstrates significant **difficulty in communicating ideas** • Exhibits **limited confidence** • **Minimal or ineffective use of visual aids** • Presentation **lacks clarity** and engagement • **Limited reflection** on the challenges faced and how they overcame or **unclear**	• **Communicates ideas adequately** with moderate confidence • Employing **some visuals** to support the presentation; however, further refinement in structure and delivery is necessary • Presentation **has some clarity** and uses some subject-relevant vocabulary to engage the audience • **Sufficient reflection** on the challenges faced and how they overcame, with **some example**	• **Articulates ideas clearly** with confidence • **Utilizes visuals effectively** and **strategically** to **enhance understanding and impact** • Presentation **has clarity** and **demonstrates appropriate use of subject-specific vocabulary** • Adapts communication style effectively based on audience needs • **Clear reflection** on the challenges faced and how they overcame, with **detailed examples**
Innovation and Enterprise	• Little if **no innovation and enterprise** evident • **Lack of creativity** in the presentation	• Evidence of **some innovation and enterprise** with creativity • **Some experimentation** in the presentation.	• **Clear evidence of innovation and enterprise** with originality • **Some risk taking** within the presentation
Content/Topic Mastery	• Demonstrates **limited understanding** of subject content/topic • **Struggles to articulate** key concepts	• Shows **understanding** of content/topic • **Begins to articulate** concepts but requires more depth and clarity	• Demonstrates **in-depth understanding** of subject content • **Clearly articulates** complex ideas clearly
Application of Knowledge/Skills	• Struggles to apply learned concepts in real-world contexts • Makes **limited or no connections** between areas of learning and authentic scenarios	• Applies subject-specific knowledge with some relevance to real-world contexts • Makes **connections** between areas of learning and authentic scenarios	• Effectively applies relevant subject knowledge to authentic real-world contexts • Makes **meaningful and practical connections** between areas of learning and authentic scenarios

MILESTONE 2 - Illustrations

Presentation & Reflection Skills Assessment

Acquired

Students articulate ideas clearly and confidently, employing visuals effectively to enhance understanding and impact. Their presentations are well-structured, demonstrate clarity, and use appropriate subject-specific vocabulary, while adapting their communication style to suit the audience's needs. The students are able to clearly explain their own reflections on their work, the challenges they faced, and they can demonstrate using detailed examples.

Developing

Students communicate ideas adequately with moderate confidence and utilize some visuals to support their presentations. However, there is room for improvement in structure and delivery. Their presentations show some clarity and use of relevant vocabulary to engage the audience. The students are able to explain their own reflections of their work, the challenges they faced, and they can demonstrate using examples.

Beginning

Students demonstrate significant difficulty in conveying ideas, exhibiting limited confidence. Their use of visual aids is minimal or ineffective, resulting in presentations that lack clarity and engagement. The students are limited in explanations and not clear with their own reflections of their work and the challenges they faced.

Innovation and Enterprise

Acquired

Students showcase a strong sense of innovation and enterprise, presenting original ideas and taking thoughtful risks that enhance their work. Their presentations captivate the audience and reflect a high level of creativity and an original perspective to the issue at hand.

Developing

Students demonstrate some innovation and enterprise by incorporating creative elements and experimenting with different approaches in their presentations. While there is a budding sense of originality, it may still lack a cohesive execution.

Beginning

Students exhibit minimal to no signs of innovation and enterprise, resulting in presentations that lack creativity and originality. Ideas presented feel generic and do not engage the audience.

Content Mastery

Acquired

Students exhibit a profound understanding of the subject matter, articulating complex ideas with clarity and confidence. Their presentations are insightful and provide deep analysis, clearly demonstrating mastery of the content.

Developing

Students demonstrate a foundational understanding of the content and show some ability to articulate concepts though their explanations may lack depth and clarity. They convey some understanding, but their ideas require further development to enhance comprehension.

Beginning

Students show a limited understanding of the subject matter, often struggling to articulate key concepts. Their grasp of the material is basic, leading to vague explanations that leave the audience confused.

Application of Knowledge

Acquired

Students effectively apply relevant subject knowledge to authentic real-world contexts, creating meaningful and practical connections between their learning and real-life situations. Their presentations illustrate how theoretical concepts can be applied in everyday scenarios, showcasing a comprehensive understanding of the material.

Developing

Students apply subject-specific knowledge with some relevance to real-world contexts, making initial connections between different areas of learning and authentic scenarios. They begin to demonstrate how the concepts can be relevant outside of the classroom.

Beginning

Students struggle to apply learned concepts to real-world situations, making few or no connections between academic content and authentic scenarios. Their presentations may feel disconnected from practical applications.

MILESTONE 2 - Guiding Questions

Presentation & Reflection Skills:

☐ Did the student convey ideas clearly and logically?

☐ Did the student make effective use of visual aids (e.g., diagrams, slides, props) to support the key points?

☐ Was the student confident, making appropriate eye contact with the audience?

☐ Did the presentation have a clear introduction, body, and conclusion?

☐ Did the student effectively engage the audience, using questions, examples, or anecdotes?

☐ Did the student use appropriate body language and vocal variety to enhance the message?

☐ Was the pace of the presentation suitable, and were there appropriate pauses to allow understanding?

☐ Was the student able to evaluate the effectiveness of their application and suggest improvements or alternative approaches?

Innovation and Enterprise

☐ What original ideas did the student include in the presentation? How did these ideas enhance the overall message?

☐ What creative risks did the student take in the presentation, and what impact did these have on the audience?

☐ What different approaches did the student experiment with to convey ideas? What was learned from trying these new approaches?

☐ Can the student identify areas where their ideas could be more cohesive or focused?

☐ What specific strategies were used to effectively engage the audience?

☐ How could creative elements in the presentation be further developed to make it more unique?

☐ What innovative presentations inspired the student, and how did they incorporate these strategies into their own work?

Content Mastery:

- **Theoretical Understanding:**

☐ Does the student demonstrate a clear understanding of key subject content and core concepts?

☐ Was subject-specific terminology used correctly and consistently throughout the presentation?

☐ Can the student articulate complex ideas and explain them clearly to an audience?

- **Practical Application:**

☐ Can the student relate theoretical content to practical examples, case studies, or real-life scenarios effectively?

☐ Did the student incorporate supporting evidence from their research to reinforce key concepts?

☐ Does the student demonstrate an ability to predict outcomes or propose extensions to the key concepts presented?

☐ Are the connections between different concepts made explicit, logical, and well-integrated?

☐ Did the student show depth in understanding, exploring beyond surface-level explanations?

☐ Can the student articulate complex ideas and explain them clearly to an audience?

☐ Are the connections between different concepts made explicit, logical, and well-integrated?

☐ Did the student show depth in understanding, exploring beyond surface-level explanations?

☐ Was subject-specific terminology used correctly and consistently throughout the presentation?

☐ Can the student relate theoretical content to practical examples, case studies, or real-life scenarios effectively?

☐ Did the student incorporate supporting evidence from their research to reinforce key concepts?

☐ Does the student demonstrate an ability to predict outcomes or propose extensions to the key concepts presented?

Application of Knowledge:

☐ Did the student effectively apply theoretical knowledge to real-world scenarios or problems?

☐ Are there meaningful connections between the theory discussed and practical applications?

☐ Did the student demonstrate awareness of how the applied knowledge could have broader impacts in practical or social contexts?

☐ Did the student effectively use examples to illustrate the practical value of the knowledge?

☐ Was there evidence that the student adapted theoretical content to suit the specific real-world situation being discussed?

☐ Did the student make insightful observations about the significance of the applied knowledge in solving the problem or addressing the scenario?

Additional Considerations

Assessing Frequent/Prolonged Absence

Frequent/prolonged absences limit observation opportunities, making evaluation challenging. Students should know that frequent absence will affect their marks due to limited observed work.

Students should be given the opportunity to still demonstrate the skills for the assessed criteria:

- **Missed Milestone Lessons:** Attend intervention sessions for planning, research, and solution discovery.
- **Presentation Evidence:** Integrate missed milestone criteria into presentations.
- **Missed Presentation Period:** Complete a presentation during the exam period.

If absence prevents fair evaluation, consult school administration for grading “absent” or “absent with excuse” and check grading guidelines before approving.

Students of Determination

- **IEP Adherence:** Follow accommodations in Individual Education Plans (IEPs) for task planning and assessment.
- **Role Identification:** Use IEP guidance to assign appropriate roles. For instance, students with intellectual disabilities may contribute creatively rather than academically.
- **Alternative Formats:** Where writing is required, allow oral submissions or assistive technology for students with reading/writing challenges.
- **Evaluation Adjustments (for those with “modified curriculum” IEPs):** Apply IEP-based criteria with simplified rubrics focused on growth, effort, and participation - using a “beginning,” “developing,” “acquired” scale as defined by IEP expectations.

Gifted and Talented Students

- **Encourage Innovation:** Allow freedom for more independent projects aligned within learning domains.
- **Role Adaptation:** Assign roles that leverage identified talents, emphasizing critical thinking and original problem-solving.