



# Project-Based Learning and Assessment (PBLA)

Teacher Guide – English

2025 -2026

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## Introduction

This guide has been created to help teachers implement Project-Based Learning and Assessment (PBLA) in a clear, practical and manageable way. PBLA is a student-centred approach that encourages learners to explore real-life problems, ask meaningful questions and build knowledge through hands-on, authentic experiences.

In PBLA, students learn by doing. They investigate problems, think creatively, work together and make decisions that shape their final solutions. This shifts the classroom from teacher-led instruction to student-led discovery, giving students more ownership of their learning while strengthening essential communication and thinking skills.

The 2025–2026 PBLA model has been improved based on teacher feedback, international best practise and current educational research. A key enhancement is the integration of Design Thinking, a framework that builds global competencies such as collaboration, creativity, problem-solving, adaptability and independent learning.

This guide provides teachers with straightforward explanations, step-by-step support and practical strategies for every stage of PBLA. It also includes clear assessment guidance and tools to help teachers monitor progress and support students' academic, social and creative development throughout the project.

### 1. PBLA Scope and Educational Alignment

The Project-Based Learning and Assessment (PBLA) initiative gives Cycle 2 students (Grades 5–8) the chance to learn through real-world, meaningful projects in English, Mathematics, Science and Arabic. Each subject has its own PBLA project, but all follow the same approach and support the UAE's national values, identity and commitment to excellence.

The English PBLA project is fully aligned with Term 2 learning outcomes. Over six weeks, students work through twelve structured lessons where they investigate a real-life challenge, think creatively, communicate their ideas and work together as a team. The project strengthens their reading, writing, speaking and critical thinking skills while helping them apply English in authentic contexts.

PBLA is built on the principles of Design Thinking. This means students explore the challenge, understand the people involved, identify a clear problem, create ideas and develop a solution they can test and improve. Through this model, students not only deepen their academic learning but also build important skills such as teamwork, creativity, problem-solving and responsibility skills that support the UAE's vision for future-ready learners.

## 2. Key Educational Objectives

The PBLA model is designed to achieve the following goals:

- Build problem-solving and critical thinking skills by engaging students with meaningful, real-world challenges.
- Strengthen understanding of concepts through hands-on tasks and practical application.
- Encourage collaboration and communication as students work together to plan, create and present their solutions.
- Show connections across subjects by demonstrating how English, Mathematics, Science and Arabic can support each other when solving complex problems.
- Provide authentic, inquiry-based learning experiences that develop essential skills such as creativity, research, teamwork and reflection.

## 3. Implementation of Roles and Responsibilities

Effective implementation of PBLA relies on strong collaboration between school leaders, teachers and students. Each group has an important and complementary role that supports a culture of active learning, creativity and continuous improvement.

PBLA works best when:

- **School leaders** provide the environment, resources and guidance needed for successful delivery.
- **Teachers** facilitate learning, guide students through each stage of the PBLA process and support them in building skills and understanding.
- **Students** take an active role in exploring problems, working with their peers and taking responsibility for their learning.

Together, these roles create a supportive and engaging learning experience where students can think deeply, work collaboratively and develop confidence in their abilities.

### 3.1 Teacher's Role as PBLA Facilitator

Teachers play a key role in the success of PBLA. They guide students through each stage of the project, encourage curiosity and help students learn through investigation and teamwork.

### **Teachers are responsible for:**

- Planning and delivering PBLA lessons according to the Design Thinking stages and Term 2 learning outcomes.
- Creating a supportive, collaborative and engaging classroom environment where students feel confident to ask questions, share ideas and work positively in groups.
- Guiding students to complete their individual portfolios and providing sample evidence for the school's PBLA portfolio when requested.
- Using the PBLA assessment rubrics fairly and consistently and supporting accurate grading by keeping assessment trackers updated and available during lessons.
- Giving clear, constructive feedback that helps students improve the quality of their work and reflect on their progress.
- Reflecting on their own teaching practises and sharing useful strategies with colleagues to promote continuous improvement.

### 3.2 Student's Role as Active Learner and Collaborator

Students are at the centre of PBLA. They take responsibility for their learning by exploring real-world problems and working together to create meaningful solutions.

#### **Students are expected to:**

- Participate actively in every PBLA stage with curiosity and a willingness to learn.
- Work well with their team, listen to others' ideas and respect different viewpoints.
- Record their work, evidence and reflections in their individual portfolios.
- Show positive values such as honesty, perseverance, teamwork and respect throughout the project.

By taking on these responsibilities, students grow as independent, confident and collaborative learners.

### 3.3 Parents' Role as Learning Supporter

Parents play an important supporting role in the success of PBLA. While they are not expected to complete or contribute to the project work, they help

create a positive home environment that encourages curiosity, responsibility and independence.

**Parents support PBLA by:**

- showing interest in what their child is learning and encouraging them to talk about their ideas and project progress.
- helping their child manage time when needed and encouraging them to complete tasks independently, without completing any part of the project on their behalf.
- using the school's approved communication channels to ask questions or share feedback, helping to maintain a positive and supportive partnership with the school.
- Encouraging positive values such as perseverance, responsibility, teamwork and celebrating effort and progress throughout the project.

Through this supportive role, parents help students develop confidence, independence and a strong sense of ownership over their learning.

#### 4. PBLA Approach: Design Thinking–Based Model

The Project-Based Learning and Assessment (PBLA) framework is founded on the principles of Design Thinking; a student-centred, inquiry-driven approach that nurtures creativity, problem-solving, critical thinking and empathy. Through this model, students engage in repeated learning cycle that promotes exploration, reflection and continuous improvement, allowing them to apply knowledge meaningfully in real-world contexts. Facilitated by the teacher, students select one scenario from the Scenario Bank to work on collaboratively with a group, ensuring active engagement and shared ownership of the learning process.

##### 4.1 Design Thinking in PBLA: The Five Sub-Stages

The PBLA model is organised into three main stages, with five interconnected sub-stages from understanding the problem to presenting the solution, guiding students through the key steps of inquiry, problem-solving and creative thinking, as shown in Figure 1.

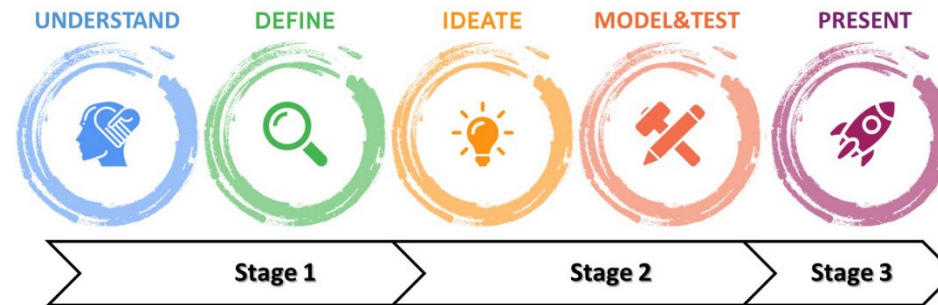


Figure 1: Main stages and sub-stages of PBLA.

- **Understand:** Students explore the context of the challenge, build empathy and identify real needs by asking questions, observing and gathering information.
- **Define:** Students analyse their findings to identify the root cause of the problem and write a clear problem statement to guide their solution.
- **Ideate:** Students brainstorm and generate creative ideas from different perspectives, taking risks and thinking innovatively before choosing the most promising solution.
- **Model and Test:** Students turn their chosen idea into a draft, model, plan or prototype (physical, digital or written). They test it, gather feedback and make improvements based on what they learn.
- **Present:** Students present their final solution to their peers or the school community, explaining the steps they followed and reflecting on what they learned.

These stages appear in the Student Portfolio and **MUST** be completed in order.

#### 4.2 Project Duration and Showcase Event

The PBLA project runs for six weeks in Term 2. Each week, teachers deliver two PBLA lessons, ideally as one block session (two lessons together, about 90 minutes). This helps students stay focused and complete each stage smoothly.

The block format also gives teachers time to check progress, support teamwork and give quick feedback.

In Term 3, schools are encouraged to hold a PBLA showcase event. Students present their final work, share what they learned and celebrate their achievements. It is also a chance to recognise teachers' efforts and highlight the school's commitment to innovation

Stage	Sub-stages	Week	Period
Term 2			
Stage 1	Understand	1	2
	Define	2	2
Stage 2	Ideate	3	2
	Model and Test	4 and 5	4
Stage 3	Present	6	2
Term 3			
Showcase and Recognition Work (Week 1 or 2)			

## 5. Resources for PBLA

The PBLA Resource Library provides a comprehensive set of tools to help school leaders, teachers, students and parents implement PBLA effectively. These resources support planning, classroom delivery, assessment and ongoing reflection, ensuring a smooth and consistent experience across all schools.

### 5.1 Leadership Resources

- **The Leadership Guide** provides an overview of the PBLA approach, assessment strategies, monitoring and evaluation tools and school leadership responsibilities.

- **The Monitoring and Evaluation Tool** is used to support school leaders in observing and evaluating PBLA teaching and learning processes and practises to enhance the quality of instruction and assessment.

#### 5.2 Teacher Resources

- **The Teacher Guide** outlines a complete overview of PBLA along with step-by-step implementation guidelines and teaching practises, ensuring that teachers can deliver the model effectively and consistently.
- **A Detailed Exemplar** document providing subject-specific examples, models of implementation and practical tips to guide effective classroom application.
- **The Scenario Bank** for each subject provides four scenarios per grade and stream, giving students meaningful real-life challenges to choose from.
- **An Assessment Tracker Sheet** designed to help teachers monitor, record and reflect on student performance at each stage, including collaboration criterion.

#### 5.3 Student Portfolio

- Each student receives a portfolio with required pages to be completed during each PBLA stage, ensuring students record their work, evidence and reflections.

#### 5.4 Parent Guide

- A concise and accessible document that explains the purpose of PBLA, outlines the learning goals and highlights how families can support their children throughout the project.

### 6. Scenario Bank Overview

The Scenario Bank is a central component of PBLA and provides the creative foundation for each project. It contains authentic, real-world challenges designed using the principles of Design Thinking. Each subject and stream includes **four scenarios**, giving students meaningful options that support choice, engagement and ownership of learning. The Scenario Bank serves as the creative core of the approach. It provides authentic, real-world challenges inspired by the design thinking methodology and aligned with selected Term 2 learning outcomes. These scenarios encourage students to investigate problems, generate solutions and apply knowledge across discipline enhancing research skills, creativity and critical thinking. The scenario themes were designed to enable teachers to connect learning to relevant and meaningful contexts that strengthen national identity and deepen students'

sense of belonging to their family, community and country.






Teachers introduce the scenarios and guide the selection process, while students actively choose the scenario that best matches their interests, strengths and curiosity. This empowers learners to take responsibility for their learning and strengthens motivation from the very beginning.

All scenarios are aligned with UAE national priorities and global sustainability goals. They connect local identity with universal challenges, helping students build awareness, empathy and strong problem-solving skills. Each scenario encourages students to:

- explore real-life problems
- investigate root causes
- generate and test solutions
- apply knowledge from multiple disciplines

Through these projects, students engage in meaningful learning that reflects the spirit of UAE Vision 2031 and the United Nations Sustainable Development Goals (SDGs).

The Scenario Bank is built around **five key themes** that link UAE identity, family values and global citizenship.

1.  **Environmental Sustainability:** Sustainable lifestyles, waste reduction, resource conservation and renewable energy
2.  **Climate Change:** Local and global impacts of climate change and proposing effective solutions.
3.  **Citizenship:** Social responsibility, national heritage and strengthening UAE identity.
4.  **Technology:** Artificial intelligence, human–technology interaction and smart applications.
5.  **Health:** Mental well-being, healthy lifestyles and overall quality of life.

## 7. Assessment Approach

### 7.1 Purpose and Rubric Criteria

The assessment approach for PBLA has been enhanced to improve the distribution and differentiation of results and to improve tracking of the performance through the term; with an increased focus on students' engagement with the Design Thinking process. The focus of the assessment is on the core skills (communication, collaboration, critical thinking, creative thinking, etc.), but these are assessed within the context of subject skills (languages, math and science), with other sub skills considered.

The approach contains six criteria for assessment overall. The first five criteria are linked to and applied during each sub-stage of the Design Thinking process (understand, define, ideate, with model and test being combined and assessed under one criterion and then present). Each one of these criteria is assessed against a five-band rubric, with a score out of ten divided into two scores per band, as illustrated below:

Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)
Expected that a few struggling students may score here		Expected that most students will be shared across these bands		Expected that only a small number of very high performing students will score here

The principle behind choosing the lower or the higher score in each band is that:

- If the band descriptor fully and appropriately describes student performance, then the upper score is used.
- If the band descriptor clearly describes the student performance, but an element of the description is missing, the lower score can be used.

### 7.2 Collaboration and Individual Assessments

The sixth criteria – collaboration – is assessed throughout the whole PBLA process and the final score is assigned at the end. The format for assessing collaboration is a checklist which is applied at each of the assessment sub-stages (see table below). There are two points assigned to each sub-stage based on observing the student's collaborative behaviour within the task. The approach is designed to help teachers track students' collaboration performance through the whole process. A score tracker will be provided to assist teachers with maintaining their records.

While students will be working in groups, it is important that teachers aim to make individual assessments and score based on students' own contributions and performance. The teacher notes on each stage below give guidance on organising both individual and group work. Teachers should observe students during group work in class and identify individual performance; noting, however, that student portfolios are also expected to be an evidence point for making individual student assessments. The rubric descriptions provided in the assessment section for each stage in the teacher notes also provide additional potential sources of evidence.

### 7.3 Score Entry

There are three entry points for assessment scores into Al Manhal (see table next page), with scores expected to be entered after the relevant sub-stages have been completed. Care must be taken so that scores are fair, consistent and accurate and that evidence for performance is retained. Periodic school visits and analysis of Al Manhal gradebook data will be conducted to help in monitoring and quality assuring the grading process

**English Criteria**

Assessment Stage	Project sub-stage	Sub-stage weighting	Main Skill	Sub skills	Subject-specific Skill	Languages Criteria
Stage One	Understand	15%	Research & Inquiry	Making connection to real world Self-regulation	Speaking, Reading comprehension	Generates inquiry questions and gathers key information from sources.
	Define	15%	Critical Thinking	Self-regulation Communication	Problem statement formulation/Text construction: cohesion	Writes a problem statement which outlines reasons and impacts.
Stage Two	Ideate	20%	Creative Thinking	Problem-solving Linking solution to real-world	Visualising ideas (notetaking)	Generates and visualises ideas to solve the defined problem through notes and sketches.
	Model Test	20%	Subject Accuracy & Reasoning	Communication	Language precision, structural coherence and purposefulness.	Produces a first written draft or creative work and improves accuracy, coherence and style based on feedback.
Stage Three	Present	15%	Communication	Creative Thinking Engagement	Presenting the final work fluently and accurately	Publishes and presents the final work, showcasing fluency and accuracy in communication.
	Collaboration	15%	Collaboration (assessed throughout whole PBLA process) (unified across subjects)			
No. of Entry points		6				

**\*Stage one scores to be entered by 16th January**

**\* Stage two scores to be entered between 30<sup>th</sup> January and 4<sup>th</sup> February**

**\* Stage three scores to be entered by 20th February**

### Collaboration Checklist

Sub-Stage	Collaboration Behaviors	Not at all	Partially	Fully
		0	1	2
Understand	<ul style="list-style-type: none"> <li>• Shares relative information/resources with the team members during research and information gathering.</li> <li>• Listens actively and respects peers' perspective in initial discussions.</li> </ul>			
Define	<ul style="list-style-type: none"> <li>• Shares own problem question/statement/hypothesis draft version with the team members.</li> <li>• Responds constructively and respectfully to peer input while refining the final statement.</li> </ul>			
Ideate	<ul style="list-style-type: none"> <li>• Contributes their own ideas to the brainstorm with explanations of why they're suggesting them.</li> <li>• Interacts respectfully to team member's ideas and feedback while selecting the best idea</li> </ul>			
Model & Test	<ul style="list-style-type: none"> <li>• Shares resources, tools and skills in a timely manner with the team members to build and test the model effectively.</li> <li>• Responds positively and respectfully to teacher's and others' feedback.</li> </ul>			
Present	<ul style="list-style-type: none"> <li>• Helps peers present confidently and supports during Q&amp;A.</li> <li>• Responds respectfully to questions, comments and feedback from peers and teacher.</li> </ul>			

## 8. General Guideline of Implementing PBLA

- PBLA uses the five Design Thinking stages: Understand → Define → Ideate → Model & Test → Present.
- All students complete the same stages, but teachers differentiate support based on individual needs.
- Create a supportive, collaborative environment that promotes equity and active participation.

### 8.1 Differentiation and Scaffolding

- English PBLA builds skills in reading, writing, speaking, listening, critical thinking and creativity.
- Each scenario includes four challenge levels: Students of Determination, Working Towards Grade Level, Working at Grade Level, Working Beyond Grade Level.
- Differentiation ensures all students can access tasks while supporting independence and choice.
- Students research, plan, create and present solutions using academic vocabulary and communication skills.
- Teachers help students connect projects to UAE culture, environmental themes, global citizenship

Students Working Towards Grade Level:	Students at Grade Level:	Students Working Beyond Grade Level:
<ul style="list-style-type: none"> <li>• sentence starters</li> <li>• word banks</li> <li>• model examples</li> <li>• shorter tasks</li> <li>• visual prompts</li> </ul>	<ul style="list-style-type: none"> <li>• standard expectations</li> <li>• regular check-ins</li> </ul>	<ul style="list-style-type: none"> <li>• deeper research</li> <li>• leadership roles</li> <li>• extended solutions</li> </ul>

### 8.2 Students of Determination (Special Educational Needs)

- Work with the Inclusion Support Specialist to ensure full participation in all stages.
- Apply IEP accommodations: extended time, simplified instructions, chunking, visual supports or alternative presentation formats.

- Provide additional scaffolding and check understanding frequently.
- Ensure activities remain accessible within the classroom environment.

### 8.3 Gifted and Talented Students

- Encourage advanced thinking, creativity and deeper analysis.
- Allow students to develop more complex or innovative solutions.
- Offer leadership opportunities within the group.
- Promote independence and creativity while enriching the overall project.

## 9 Teacher Guidelines for Implementing PBLA Stages

This section provides teachers with practical strategies for delivering PBLA effectively. It breaks down each PBLA stage into clear classroom actions, showing exactly what teachers and students should be doing at every step of the project. Each stage is linked directly to the required portfolio pages so teachers can easily identify the evidence students must complete.

A Quick Reference Table is also included to give teachers an at-a-glance overview of the entire PBLA process. The table brings together several key elements in one place:

- Classroom actions for each PBLA stage
- Portfolio requirements
- Assessment criteria and collaboration expectations
- Key dates and AI Manhal score-entry deadlines (e.g., Stages 1 & 2 by 16 January; Stages 3–5 by 30 January – 4<sup>th</sup> February; final stage & collaboration by 20 February)
- Practical reminders, such as ensuring the chosen idea in the Ideate stage to be completed within three weeks

These additions help teachers manage pacing, monitor progress and meet all reporting requirements confidently.

The assessment information in this section also explains the criteria for each PBLA stage, including collaboration indicators and guidance on evaluating student work. Together, the stage-by-stage guidance, the Quick Reference Table and the assessment tools help teachers provide targeted support and ensure all students achieve the intended learning outcomes within the PBLA framework.

**PBLA Quick Reference** (Stage-by-Stage Instruction, Portfolio and Assessment Alignment Table)

Understand (Week 1)	Define (Week 2)	Ideate (Week 3)	Model & Test (Weeks 4–5)	Present (Week 6)
<p><b>Teacher Actions</b> Introduce all four scenarios Guide teams to choose one Explain how to ask good questions Model research methods: interview, observation, online research Remind students to record individual notes in their portfolio Check understanding continuously</p>	<p><b>Teacher Actions</b> Ask students to review their research Guide them to identify reasons, effects and patterns Support creation of a problem statement Check that the problem is realistic and solvable</p>	<p><b>Teacher Actions</b> Explain brainstorming expectations Remind students they only design an idea, not the full product Facilitate team discussion Help students justify their chosen idea</p>	<p><b>Teacher Actions</b> Guide students to create their draft/solution Support testing Encourage reflective notes Provide feedback</p>	<p><b>Teacher Actions</b> Show examples of effective presentations Explain visual expectations Support team planning Manage presentation timings</p>
<p><b>Student Actions</b> Read the scenario Write questions and notes Select research methods Collect information Check if information is suitable. Record sources</p>	<p><b>Student Actions</b> Share findings with the team Compare notes (same/different) Decide on ONE main problem Record reasons why this problem is happening. Write a clear problem statement</p>	<p><b>Student Actions</b> Write/draw their own idea Share ideas with team Select best idea as a group Create a work plan</p>	<p><b>Student Actions</b> Build or create draft Test to see what works and what doesn't Write what needs improvement Collect feedback from classmates or teacher and record it in the portfolio Apply feedback</p>	<p><b>Student Actions</b> Create visuals (poster, slides, video, etc.) Practise speaking before presenting. Present part of the project Explain how they reached their solution Reflect on their learning</p>
<p><b>Portfolio Requirements</b> Notes and questions Research method chosen Information collected Sources list</p>	<p><b>Portfolio Requirements</b> Findings summary Team similarities/differences Problem statement</p>	<p><b>Portfolio Requirements</b> My idea Team idea Why chosen Work plan</p>	<p><b>Portfolio Requirements</b> Draft/model evidence My role Test notes Improvements Feedback received (notes, comments, checklist, or teacher initials)</p>	<p><b>Portfolio Requirements</b> Presentation plan Visual evidence Reflection</p>
<p><b>Assessment Focus</b> Clear, relevant questions are asked. Information is gathered from different sources. Key ideas are identified Collected information is useful and well-organised Work is completed with independent effort. Collaboration behaviours</p>	<p><b>Assessment Focus</b> Clear and cohesive problem statement. Clear link between the problem and its causes or impacts. Use of language features to show connections between ideas. Independent work brought to group. Collaboration behaviours</p>	<p><b>Assessment Focus</b> Ideas are creative and realistic. Ideas clearly realistic solutions Ideas are shown clearly through organised notes or sketches. Ideas are communicated and discussed effectively and respectfully with peers. Collaboration behaviours</p>	<p><b>Assessment Focus</b> Draft accuracy and coherence Clear evidence that feedback was collected and used to improve the draft Collaboration behaviours</p>	<p><b>Assessment Focus</b> Clear and fluent communication Creative and effective use of visuals Accurate and topic-specific vocabulary Collaboration behaviours</p>
<p><b>Key Dates/General Information</b></p>	<p><b>Enter scores for stages 1 and 2 into AI Manhal by 16<sup>th</sup> January</b></p>	<p><b>Idea must be achievable within 3 weeks</b></p>	<p><b>Enter scores for stages 3, 4&amp;5 into AI Manhal between 30<sup>th</sup> January and 4<sup>th</sup> February.</b></p>	<p><b>Enter scores for this stage and Collaboration into AI Manhal by 20<sup>th</sup> February</b></p>

## Stage 1: Understand

### Period Allocation: 2 lessons

#### Goal:

- Understand people's needs with empathy by engaging with real experiences.
- This involves observing people's behaviour, conducting interviews and analysing practical needs using different tools.

#### Teacher Practises

##### Teaching role:

- Ask students to read the scenario carefully.
- Avoid defining the details and the information of the problem to the students
- Use open-ended questions linked to the curriculum to help students better understand the problem
- Guide students to collect more information to understand the problem (questioning people affected by the problem or online research)
- Students should first document the collected information individually in their portfolios to reflect their unique contributions. While group discussion is encouraged, each student must voice their own opinion.
- Encourage students to collaborate to reach a consensus on either the collected information or the methodology they will use.
- Observe students in class and provide feedback while completing their portfolios

**Focus Skill:** Encourage students to practise **self-regulation** by independently **making inquiries about the problem**, researching it and accepting feedback from the teacher and his/her peers while working as a team

##### Student activities

- Students read the statement in groups
- Students discuss among themselves and draft the questions needed to collect more information
- Students decide in the methodology to collect information and write the relevant questions

##### For example:

- Interview people affected by the problem, such as classmates, family members, school staff, or external visitors.
- Use online tools to collect relevant information.
- Conduct surveys.
- Students may attach any additional information that supports their work to their portfolio

##### Individual and Teamwork:

Students are required to collaborate on all project parts. However, their portfolios have dedicated sections to highlight individual contributions ( 👤 ), while other sections showcase group work ( 👥 ). The group work section

#### Student Role

##### Student portfolio

The screenshot shows a digital portfolio page with a dark header containing a 'Teamwork' icon. The main content area is titled 'Understand' and contains the following text:

Before we begin this substage, our teacher showed us different scenarios about real-life problems.  
My team talked about each scenario and chose the one we want to work on.  
Scenario Title: \_\_\_\_\_

Let's get started and make an impact!

Scenario Text:  
My team and I chose this scenario for our project. I have added it below.

Below the text is a large, empty rectangular box for content. At the bottom of the page, there is a dark footer with the text 'STUDENT PORTFOLIO - CHALLENGE'.

can be similar for all team members, but every student must fill out all parts of their own portfolio.

**Assessment**

**First criterion for assessment (Research & Inquiry)**

- **First criterion for assessment (Research & Inquiry):** make sure you evaluate each student's ability to "Generate inquiry questions and gathers key information from sources." based on the evidence observed in class and collected by students in their portfolio.
  - o Focus area:
    - Questions are clear and relevant to the problem
    - Information is gathered from multiple sources
    - Collected data and information is relevant to the problem, detailed and well-organised
    - Students complete their research without completely relying on guidance

Grade	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)	Additional Evidence
5-6	Does not ask any relevant questions and collects unrelated information, if any.	Asks simplistic questions; collects vague information despite heavy reliance on guidance.	Asks some relevant questions; gathers general information from at least one source with partial guidance	Asks focused questions; gathers relevant information and key ideas from more than one source with minimal guidance.	Independently asks developed questions and gathers detailed and well-organised relevant information from several sources.	KWL chart (What I Know?, What I Want to know, What I Learned?) Research notes Interview notes reading journals, character maps
7-8	Does not ask any relevant questions and collects unrelated information, if any.	Asks simplistic questions; collects vague information despite heavy reliance on guidance.	Asks focused questions; gathers relevant information and key ideas from more than one source with minimal guidance.	Independently asks developed questions; gathers and connects key information from several sources, identifying their relevance.	Independently asks a range of deep questions; gathers and connects detailed and well organised key information from multiple sources, identifying their relevance.	

**Second criterion for assessment (Collaboration)**

- **Second criterion for assessment (Collaboration):** Make sure to evaluate students' ability in collaborating effectively with their peers by observing their behaviours in class

Sub-Stage	Collaboration Behaviours	Not at all 0	Partially 1	Fully 2
Understand	<ul style="list-style-type: none"> <li>• Shares relative information/resources with the team members during research and information gathering.</li> <li>• Listens actively and respects peers' perspective in initial discussions.</li> </ul>			

- **Keep a record of each student's individual score in your tracker, ready for Al Manhal entry after the next sub-stage.**

## Stage 2: Define Period Allocation: 2 lessons

### Goal:

Define the core problem by organising and analysing findings from the previous stage.

#### Teacher Practises

##### Teaching role:

- Ask students to review their collected information from the "Understand" stage
- Guide students to list reasons or explore several angles of the problem based on the information they collected
- Encourage students to think critically to find the core issue, write the problem statement and identify the area of focus.
- Use open-ended questions linked to the curriculum to help students better formulate the problem statement when they are finding it challenging.
- Observe students in class and provide feedback while completing their portfolios

Focus skill: Students exercise critical thinking by evaluating their research, making connections to the problem and identifying the key reasons and impacts.  
Note: When the problem is clearly defined in the scenario, students are expected to identify key areas to focus on, such as location and the methodology to solve the problem.

#### Student Role

##### Student activities:

- **Analyse and Synthesise Research:** Students review all the data from the "Understand" stage, such as their observations and interview notes, to identify patterns, themes and insights. This helps them uncover the root cause of the problem.
- **Create a Problem Statement:** Using these insights, students create a clear problem statement that defines the main issue they need to solve.
- Students may attach any additional information that supports their work to their portfolios

##### Individual and Teamwork:

Students are required to collaborate on all project parts. However, their portfolios have dedicated sections to highlight individual contributions ( 👤 ), while other sections showcase group work ( 👥 ). The group work section can be similar for all team members, but every student must fill out all parts of their own portfolio.

##### Student portfolio

The screenshot shows a digital portfolio page for the 'Define' stage. At the top, it says 'Individual' with a person icon. The main heading is 'Define'. Below it, a paragraph states: 'In this substage, I will use the information I collected to help my team choose the main problem we want to solve.' There is a section titled 'My Findings' with the text: 'After I finish collecting my information, I will read my notes and write what I found out. Then I will be ready to share my findings with my team.' A star icon introduces the section 'Review, Think, and know why!' with the text: 'I will make sure in the "Define" step to:'. Below this are three numbered steps in boxes: 1. 'Write a clear problem statement.', 2. 'Show the reasons for the problem.', and 3. 'Work with my team.' At the bottom, there is a large text area titled 'What I discovered' with several lines of dotted lines for writing. The footer of the page says 'STUDENT PORTFOLIO: CHALLENGE' and the number '12'.

Assessment

First criterion for assessment

- **First criterion for assessment (Critical Thinking):** At the end of this stage, make sure you evaluate student's ability to " **Write a problem statement which outlines reasons and impacts.**" based on the evidence observed in class and collected by students in their portfolio
  - o Focus area:
    - Problem statement is clear and linked to the scenario statement
    - The problem statement reflects a problem that is feasible for students to solve.
    - The problem statement is cohesive and clearly shows the connections between the problem and its reasons/impacts.
    - Students can define the problem without completely relying on guidance.

Grade	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)	Additional Evidence
5-6	Does not write any problem statement.	Writes a simplistic problem statement; vague reason and impact with unclear connections, despite heavy reliance on guidance.	Writes a clear problem statement that shows and somewhat connects reasons and impacts with partial guidance.	Writes a cohesive problem statement that shows the connections between several reasons and impacts with minimal guidance.	Independently writes a well-structured statement that shows connections between reasons and impacts in an accurate and logical way.	Written statement/question Mind maps, diagrams linking concepts, flowcharts issue outlines, problem trees
7-8	Does not write any problem statement.	Writes a simplistic problem statement; vague reason and impact with unclear connections, despite heavy reliance on guidance.	Writes a clear problem statement that explains connections between several reasons and impacts with minimal guidance.	Independently writes a cohesive problem statement that connects between reasons, impacts and views in a logical manner.	Independently writes a well-structured problem statement that organises and evaluates the connections between reasons, impacts and views with logic and depth.	

**Second criterion for assessment (Collaboration)**

- **Second criterion for assessment (Collaboration):** Make sure to evaluate students' ability in collaborating effectively with their peers by observing their behaviours in class

Sub-Stage	Collaboration Behaviours	Not at all 0	Partially 1	Fully 2
Define	<ul style="list-style-type: none"> <li>• Shares own problem question/statement/hypothesis draft version with the team members.</li> <li>• Responds constructively and respectfully to peer input while refining the final statement.</li> </ul>			

- **Keep a record of each student's individual score in your tracker and enter the scores for this stage and the previous one into Al Manhal by January 16<sup>th</sup>.**
- **Remember to check with your colleagues for fairness and consistency in marking before finalising scores in the system.**

## Stage 3: Ideate

### Period Allocation: 2 lessons

#### Goal:

Generate diverse and creative ideas to solve the defined problem and explore different possibilities

#### Teacher Practises

##### Teaching role:

- Explain to students the importance of brainstorming ideas for generating reliable products.
- Encourage students to think critically and creatively to solve the problem by generating various ideas related to it.
- Direct students to individually think of, sketch, or describe an idea in writing.
- Encourage students to collaborate in choosing the best ideas based on their practicality, innovation and reliability.

**Note:** At this stage, students are not expected to come up with a full product, only a general outline of what the product should look like.

**Focus skill:** Students exercise **creative thinking** through generating a range of novel and useful ideas that directly connect to the problem statement.

#### Student Role

##### Student activities:

- Each student should develop an idea based on their problem statement and represent it with a sketch or in writing.
- Students should collaborate to select the most suitable ideas for solving the problem and provide their reasons why they chose this idea.
- Students should draft an execution plan related to the selected idea, including **the materials, resources and distribution of work among their team members.**

##### Individual and Teamwork:

Students are required to collaborate on all project parts. However, their Student Portfolios have dedicated sections to highlight individual contributions ( 👤 ), while other sections showcase group work ( 👥 ). The group work section can be similar for all team members, but every student must fill out all parts of their own Student Portfolio.

##### Student portfolio

**Ideate**

Now that we know the main problem, it is time to think of ideas to solve it. I will first think on my own, and then I will work with my team to choose the best idea.

**Thinking of New Ideas**

I will think of different ideas that could help solve the problem.  
I will choose one idea and share it with my team.

**Think, Imagine, and Communicate!**

I will make sure in the "Ideate" step to:

1. Come up with a good idea to solve the problem.
2. Choose an idea that I can complete in 3 weeks.
3. Talk to my team about my idea.

**My idea to solve the problem**

STUDENT PORTFOLIO - CHALLENGE 18

**Assessment**

**First criterion for assessment (Creative Thinking)**

- **First criterion for assessment (Creative Thinking):** At the end of this stage, make sure you evaluate each student's ability to “Generate and visualises ideas to solve the defined problem through notes and sketches” based on the evidence observed in class and collected by students in their Student Portfolio.

o Focus area:

- The generated ideas should be linked to the students' drafted problem statement.
- The generated ideas are creative yet feasible.
- The generated ideas are noted down in the form of well-organised notes or sketches.
- While generating ideas, students effectively communicate with their peers.

Grade	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)	Additional Evidence
5-6	Does not generate any ideas or solutions.	Minimal generation of ideas which are simplistic; little to no visualisation of ideas.	Generates some realistic ideas; shows limited ability in organising notes and visualising ideas.	Generates multiple realistic ideas and visualises them with notes or sketches.	Generates a range of creative and realistic ideas and visualises them clearly through well-developed notes and sketches.	Idea boards, strategy planning visual models, graphic organisers idea sketches Brainstorming logs mind maps, tone and style planning sheets
7-8	Does not generate any ideas or solutions.	Minimal generation of ideas which are simplistic; little to no visualisation of ideas.	Generates several realistic ideas and attempts to visualises them with notes or sketches.	Generates a range of creative ideas and visualises them through organised notes and sketches.	Generates a wide range of well-developed, creative and realistic solutions with strong justification and effective visualisation through clear notes, sketches or graphic organisation.	

**Second criterion for assessment (Collaboration)**

- **Second criterion for assessment (Collaboration):** Make sure to evaluate students' ability in collaborating effectively with their peers by observing their behaviours in class

Sub-Stage	Collaboration Behaviours	Not at all 0	Partially 1	Fully 2
Ideate	<ul style="list-style-type: none"> <li>• Contributes their own ideas to the brainstorm with explanations of why they're suggesting them.</li> <li>• Interacts respectfully to team member's ideas and feedback while selecting the best idea</li> </ul>			

- **Keep a record of each student's individual score in your tracker, ready for Al Manhal entry after the next sub-stage.**

## Stage 4: Model and Test

### Period Allocation: 4 lessons

#### Goal:

- Create a draft solution based on the selected idea by using simple tools
- Test the draft solution and gather insights to identify what can be improved.

#### Teacher Practises

##### Teaching role:

- Ask students to start creating their draft solution based on the idea they chose in the Ideate stage.
- Help students work together by dividing the tasks fairly among the team.
- Students then create the solution, test it and write down what worked, what didn't and what they want to improve.
- Explain that this is a repeat process — they may need to fix and test their work more than once.

**Focus skill:** Students develop their **language accuracy** skills through being responsive to feedback and proofing their work based on it.

**Note:** At this stage, students are not expected to create a final product. Their aim is to produce a first draft, test it and identify what needs to be improved. The focus is on trying ideas, noticing what works and what doesn't and making changes based on feedback.

#### Student Role

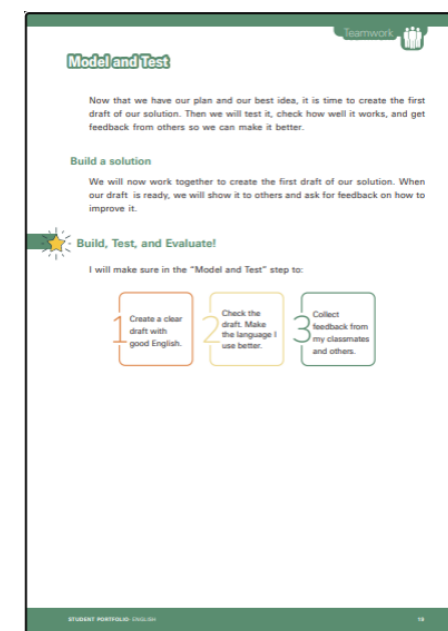
##### Student activities:

- Students discuss the plan for developing the solution draft.
- Students distribute the work among themselves.
- Each student writes down their role in creating the solution draft.
- Students work collaboratively in creating and testing the solution.
- Students write down their observations while testing the solution, receive feedback from others and make improvements.

##### Individual and Teamwork:

- Students are required to collaborate on all project parts. However, their Student Portfolios have dedicated sections to highlight individual contributions ( 👤 ), while other sections showcase group work ( 👥 ). The group work section can be similar for all team members, but every student must fill out all parts of their own portfolio.

##### Student Portfolio



#### Assessment

**First criterion for assessment (Subject Accuracy and Reasoning)**

**First criterion for assessment (Subject Accuracy and Reasoning):** At the end of this stage, make sure you evaluate student’s ability to “**Produce a first written draft or creative work and improves accuracy, coherence and style based on feedback**” based on the evidence observed in class and collected by students in their Student Portfolio

- Focus area:
  - Produces a draft of their work, focusing on accuracy and coherence of language used
  - Uses proofing and seeks/applies feedback to refine work

Grade	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)	Additional Evidence
5-6	Does not produce any written draft or revised work	Produces an incomplete draft with frequent errors; makes limited improvements.	Produces a short, simple draft with a number of errors; applies some feedback, proofing/checking to partially improve accuracy.	Produces a simple draft with minor errors; applies feedback, proofing/checking to enhance accuracy.	Produces a simple draft with accuracy and coherence; which is consistently refined through feedback and proofing/checking.	Rough drafts, peer reviews, structure outlines Revision notes, edited drafts, tracked changes, reflection logs on feedback use.
7-8	Does not produce any written draft or revised work	Produces an incomplete draft with frequent errors; makes limited improvements.	Produces a simple draft; applies feedback, proofing/checking to make some enhancements to clarity and accuracy	Produces a structured draft with initial clarity and accuracy and examples of more complex language; uses feedback, proofing/checking to evaluate and refine work.	Produces a well-structured draft with strong clarity, accuracy, coherence and a range of complex language; repeatedly evaluates and refines work using feedback, proofing/checking.	

**Second criterion for assessment (Collaboration)**

- **Second criterion for assessment (Collaboration):** Make sure to evaluate students' ability in collaborating effectively with their peers by observing their behaviours in class

Sub-Stage	Collaboration Behaviours	Not at all 0	Partially 1	Fully 2
Model & Test	<ul style="list-style-type: none"> <li>• Shares resources, tools and skills in a timely manner with the team members to build and test the model effectively.</li> <li>• Responds positively and respectfully to teacher's and others' feedback.</li> </ul>			

**-Keep a record of each student's individual score in your tracker and enter the scores for this stage and the previous one into AI Manhal between January 30<sup>th</sup> and February 4<sup>th</sup>.**

**-Remember to check with your colleagues for fairness and consistency in marking before finalising scores in the system.**

## Stage 5: Present Period Allocation: 2 lessons

### Goal:

Present the outcome—highlighting its value, usability and potential impact

#### Teacher Practise

##### Teaching role:

- Explain to students the importance of clearly presenting their thought process. Emphasise that visuals are essential for effectively delivering content to the audience
- Direct students to communicate their entire process, from the initial "Understand" stage to the "Test" stage.
- Encourage students to collaborate effectively by distributing the work among themselves. This allows each student to communicate a segment of the project, such as a specific stage.

**Focus skill:** Students are expected to demonstrate **effective communication** when presenting their process for developing the final products. This includes using suitable visuals or digital tools and content-specific vocabulary.

**Note:** Presentation is not limited to a slideshow; students have the freedom to choose any medium to present (e.g., posters, videos, models, or games).

#### Student Role

##### Student activities:

- Students are expected to design a visually aided presentation (such as a poster, slideshow or other chosen medium) to showcase their process for creating the final product or solution.
- Each student should be involved in presenting a segment of the work.
- Each student should reflect on their learning by describing their experience, lessons learned, or other thoughts about the project.

##### Individual and Teamwork:

Students are required to collaborate on all project parts. However, their Student Portfolios have dedicated sections to highlight individual contributions ( 👤 ), while other sections showcase group work ( 👥 ). The group work section can be similar for all team members, but every student must fill out all parts of their own Student Portfolio.

##### Student portfolio

**Present**

Now that our solution is ready, it is time to share our project with others. We will work together to show our final solution and explain the steps we followed during the project.

**Present your journey**

We will choose how we want to present our solution and prepare our presentation as a team.

**Present your final solution!**

I will make sure in the "Present" step to:

- 1 Add visuals (images, videos, drawings, etc.) to help others understand our work.
- 2 Speak clearly and confidently when presenting our information.
- 3 Explain all the steps you took to make your solution and answer questions.
- 4 Explain all the steps we took to create our solution and answer questions.

You can choose one or more ways to show your solution.

Slides

Poster

Magazine

Play

Video

Any Other Way \_\_\_\_\_

Assessment

First criterion for assessment (Communication)

- **First criterion for assessment (Communication):** At the end of this stage, make sure you evaluate student's ability to “**Publish and present the final work, showcasing fluency and accuracy in communication**” based on the evidence observed in class and collected by students in their Student Portfolio
  - o Focus area:
    - The presentation's language and content are accurate and fluently presented.
    - The visuals used in the presentation creatively support the explanation.
    - The presentation uses accurate vocabulary specific to the topic at hand.
    - The presentation includes details about the process of developing the solution or product, in addition to the final product itself.

Grade	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)	Additional Evidence
5-6	Does not contribute meaningfully to the presentation.	Minimal contribution to presentation; limited language range and issues with fluency and/or accuracy make it very difficult to follow.	Contributes to the final presentation with isolated uses of topic-specific lexis; hesitation, repetition or inaccuracy makes some parts hard to follow.	Contributes to presenting the final work with good fluency and accuracy despite some pauses or limits in vocabulary; using creative presenting tools and isolated topic-specific lexis.	Contributes to presenting the final work in a clear presentation style, using creative presentation tools and appropriate additional explanations for more specific concepts/vocabulary.	Presentations, written explanations, charts, final reports peer and teacher evaluation sheets.
7-8	Does not contribute meaningfully to the presentation.	Minimal contribution to presentation; limited language range and issues with fluency and/or accuracy make it very difficult to follow.	Contributes to the presentation of final work with minor fluency and accuracy problems (hesitation and/or repetition and/or frequent errors), using subject-specific terminology, some creative presentation tools and limited use of subject-related terminology.	Contributes to the presentation of the final work with sufficient fluency and precision to ensure that the meaning is largely understood; adapting creative presenting tools to engage the audience.	Contributes to presenting the final work confidently, with a high level of both fluency and accuracy, using creative presenting tools and adapting tone, style and explanation of specialist lexis to engage and influence the audience.	

**Second criterion for assessment (Collaboration)**

- **Second criterion for assessment (Collaboration):** Make sure to evaluate students' ability in collaborating effectively with their peers by observing their behaviours in class

Sub-Stage	Collaboration Behaviours	Not at all 0	Partially 1	Fully 2
Present	<ul style="list-style-type: none"> <li>• Helps peers present confidently and supports during Q&amp;A.</li> <li>• Responds respectfully to questions, comments and feedback from peers and teacher.</li> </ul>			

- **Keep a record of each student's individual score in your tracker and finalise the total score for collaboration. Enter the scores for this stage and collaboration into AI Manhal by February 20<sup>th</sup>.**
- **Remember to check with your colleagues for fairness and consistency in marking before finalising scores in the system.**

## Conclusion

This guide represents an important step toward empowering teachers to implement Project-Based Learning and Assessment (PBLA) with clarity, creativity and confidence. By integrating inquiry-based learning with Design Thinking, it fosters a culture of curiosity, reflection and innovation within the classroom. The strategies and tools presented here are designed to make learning more meaningful, collaborative and connected to real-world problem-solving. For a deeper understanding of classroom implementation and to access detailed, subject-specific models, please refer to the Full Exemplar – Subject-Specific document, which provides comprehensive examples and best practises to support effective PBLA delivery.

## Appendix

### English Rubric Grade 5-6

Sub-Stage	Languages criteria	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)
Understand	Generates inquiry questions and gathers key information from sources.	Does not ask any relevant questions and collects unrelated information, if any.	Asks simplistic questions; collects vague information despite heavy reliance on guidance.	Asks some relevant questions; gathers general information from at least one source with partial guidance	Asks focused questions; gathers relevant information and key ideas from more than one source with minimal guidance.	Independently asks developed questions and gathers detailed and well-organised relevant information from several sources.
Define	Writes a problem statement which outlines reasons and impacts.	Does not write any problem statement.	Writes a simplistic problem statement; vague reason and impact with unclear connections, despite heavy reliance on guidance.	Writes a clear problem statement that shows and somewhat connects reasons and impacts with partial guidance.	Writes a cohesive problem statement that shows the connections between several reasons and impacts with minimal guidance.	Independently writes a well-structured statement that shows connections between reasons and impacts in an accurate and logical way.

Ideate	Generates and visualises ideas to solve the defined problem through notes and sketches.	Does not generate any idea or solution.	Minimal generation of ideas which are simplistic; little to no visualisation of ideas.	Generates some realistic ideas; shows limited ability in organising notes and visualising ideas.	Generates multiple realistic ideas and visualises them with notes or sketches.	Generates a range of creative and realistic ideas and visualises them clearly through well-developed notes and sketches.
Model Test	Produces a first written draft or creative work and improves accuracy, coherence and style based on feedback.	Does not produce any written draft or revised work	Produces an incomplete draft with frequent errors; makes limited improvements.	Produces a short, simple draft with a number of errors; applies some feedback, proofing/checking to partially improve accuracy.	Produces a simple draft with minor errors; applies feedback, proofing/checking to enhance accuracy.	Produces a simple draft with accuracy and coherence; which is consistently refined through feedback and proofing/checking.
Present	Publishes and presents the final work, showcasing fluency and accuracy in communication.	Does not contribute meaningfully to the presentation.	Minimal contribution to presentation; limited language range and issues with fluency and/or accuracy make it very difficult to follow.	Contributes to the final presentation with isolated uses of topic-specific lexis; hesitation, repetition or inaccuracy makes some parts hard to follow.	Contributes to presenting the final work with good fluency and accuracy despite some pauses or limits in vocabulary; using creative presenting tools and isolated topic-specific lexis.	Contributes to presenting the final work in a clear presentation style, using creative presentation tools and appropriate additional explanations for more specific concepts/vocabulary.

English Rubric Grade 7-8

Sub-Stage	Languages criteria	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)
Understand	Generates inquiry questions and gathers key information from sources.	Does not ask any relevant questions and collects unrelated information, if any.	Asks simplistic questions; collects vague information despite heavy reliance on guidance.	Asks focused questions; gathers relevant information and key ideas from more than one source with minimal guidance.	Independently asks developed questions; gathers and connects key information from several sources, identifying their relevance.	Independently asks a range of deep questions; gathers and connects detailed and well organised key information from multiple sources, identifying their relevance.
Define	Writes a problem statement which outlines reasons and impacts.	Does not write any problem statement.	Writes a simplistic problem statement; vague reason and impact with unclear connections, despite heavy reliance on guidance.	Writes a clear problem statement that explains connections between several reasons and impacts with minimal guidance.	Independently writes a cohesive problem statement that connects between reasons, impacts and views in a logical manner.	Independently writes a well-structured problem statement that organises and evaluates the connections between reasons, impacts and views with logic and depth.
Ideate	Generates and visualises ideas to solve the defined problem through notes and sketches.	Does not generate any idea or solution.	Minimal generation of ideas which are simplistic; little to no visualisation of ideas.	Generates several realistic ideas and attempts to visualises them with notes or sketches.	Generates a range of creative ideas and visualises them through organised notes and sketches.	Generates a wide range of well-developed, creative and realistic solutions with strong justification and effective visualisation through clear notes, sketches or graphic organisation.

Model Test	Produces a first written draft or creative work and improves accuracy, coherence and style based on feedback.	Does not produce any written draft or revised work	Produces an incomplete draft with frequent errors; makes limited improvements.	Produces a simple draft; applies feedback, proofing/checking to make some enhancements to clarity and accuracy	Produces a structured draft with initial clarity and accuracy and examples of more complex language; uses feedback, proofing/checking to evaluate and refine work.	Produces a well-structured draft with strong clarity, accuracy, coherence and a range of complex language; repeatedly evaluates and refines work using feedback, proofing/checking.
Present	Publishes and presents the final work, showcasing fluency and accuracy in communication.	Does not contribute meaningfully to the presentation.	Minimal contribution to presentation; limited language range and issues with fluency and/or accuracy make it very difficult to follow.	Contributes to the presentation of final work with minor fluency and accuracy problems (hesitation and/or repetition and/or frequent errors), using subject-specific terminology, some creative presentation tools and limited use of subject-related terminology.	Contributes to the presentation of the final work with sufficient fluency and precision to ensure that the meaning is largely understood; adapting creative presenting tools to engage the audience.	Contributes to presenting the final work confidently, with a high level of both fluency and accuracy, using creative presenting tools and adapting tone, style and explanation of specialist lexis to engage and influence the audience.

### Score Tracker Sample

You can close the substage you've finished scoring and one the next

	Understand					Define	Ideate	Model & Test	Present	Collaboration Conditions	Collaboration total score
	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)					*Enter the collaboration scores here for this substage, and enter the total in blue/black by 20th February.	*You don't have to fill this column. It will be calculated automatically by adding up the collaboration scores throughout the substage.
Student name	Does not ask any relevant questions and collects unrelated information, if any.	Asks simplistic questions; collects vague information despite heavy reliance on guidance.	Asks some relevant questions; gathers general information from	Asks focused questions; gathers relevant information and key ideas from more than one	Independently asks developed questions and gathers detailed information	*Shares relative information/resources with the team members during research and information gathering.	*Listens actively and respects peers' perspective in initial discussions.				
Student 001										0	
Student 002										0	
Student 003										1	
Student 004										2	
Student 005										0	
Student 006										0	
Student 007										0	
Student 008										0	
Student 009										0	
Student 010										0	
Student 011										0	

The collaboration scores should be entered using the dropdown list

The overall collaboration score will be calculated automatically and will appear in its final form out of ten, which must be entered at the end of the