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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف السادس



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الثاني

الاختبار التكويني الأول Writing and Reading Inventions 5 Test Unit منهج أكسس

1

حل الدرس الخامس uniform a Designing من الوحدة السابعة

2

عرض بوربوينت مراجعة تمكين الوحدتين الخامسة والسادسة

3

عرض بوربوينت حل درس My favourite invention من الوحدة الخامسة منهج أكسس

4

عرض بوربوينت حل الدرس الخامس Explorers Famous من الوحدة السادسة منهج أكسس

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Project Based Learning and Assessment

Teacher Guide

2025

2024

TOPIC: Our Sustainable Neighbourhood Plan

Grade: 6 General

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.

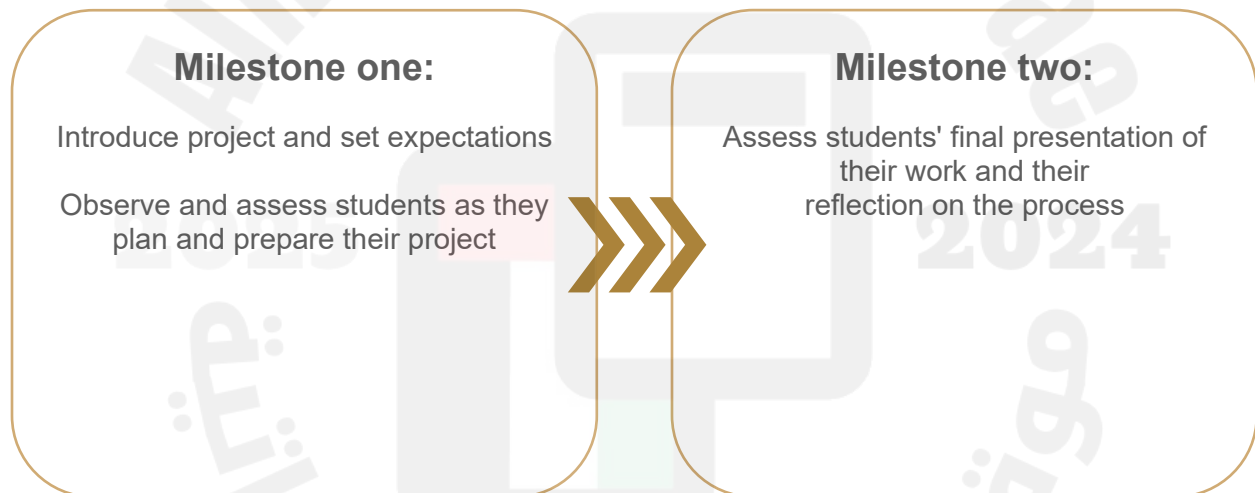
2. Implementation Overview

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:

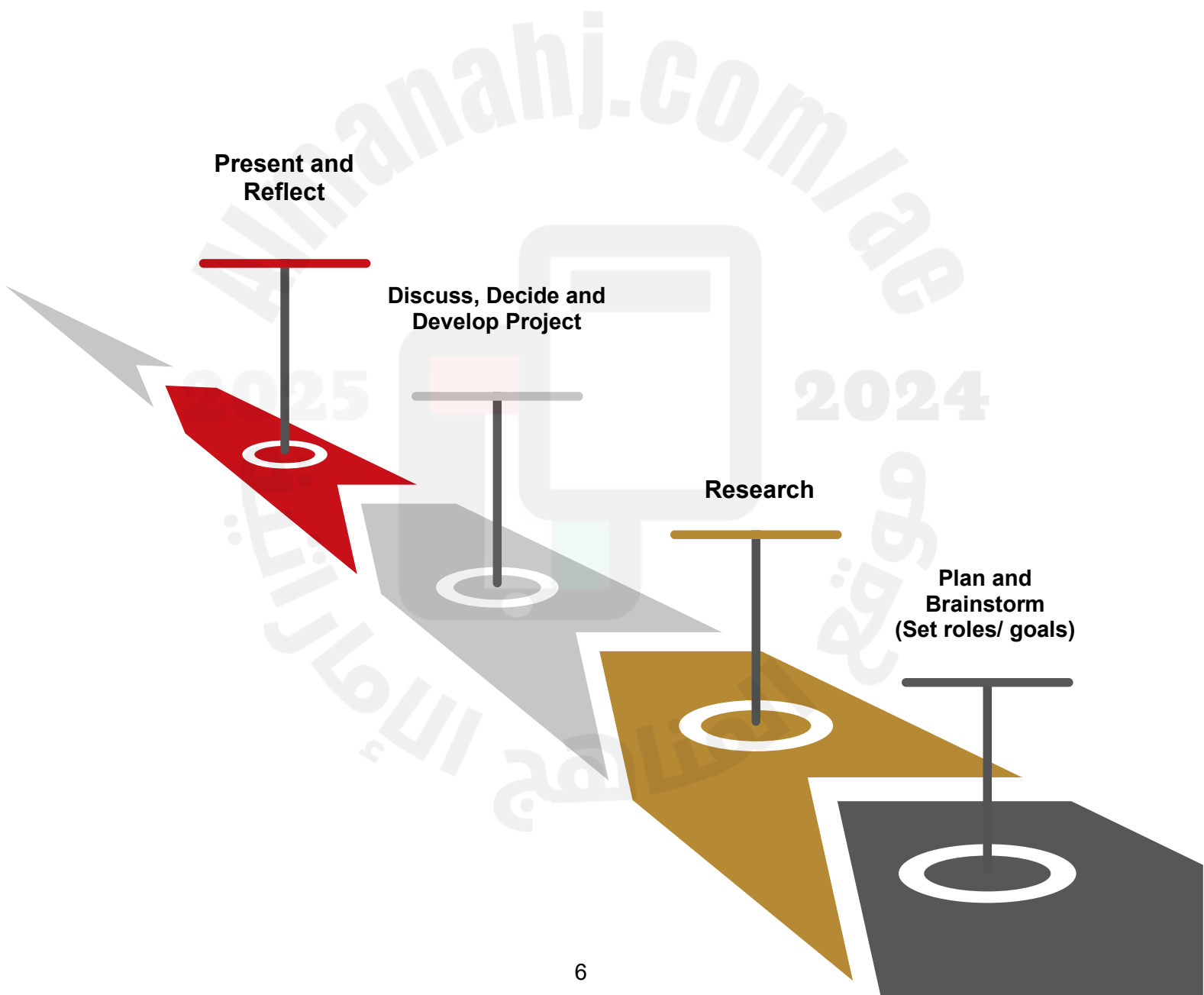
- I. collaborate in groups
- II. take responsibility for their individual contribution
- III. reflect on their work

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 work together as a team to produce a map and present a design for an environmentally friendly neighbourhood in the UAE, as well as reflect on their learning journey. The goal is to showcase how to create a place that uses less energy, conserves resources and promotes clean energy solutions like solar power. Students will investigate how traditional methods were used in the past to keep living areas cool and conserve resources, and how modern practices and sustainable ideas can help protect the environment and reduce waste.

Project Title

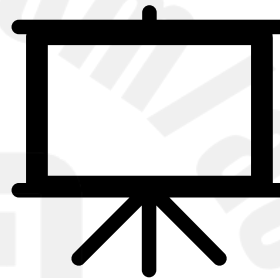
Our Sustainable Neighbourhood Plan

Essential Question

What are smart and creative ideas to help build green and clean neighbourhoods in the UAE?

Final product

Design a Neighbourhood Map



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	
<p>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.</p> <p>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.</p>	
Role of the Teacher	Instructions to Guide Student Planning
<ul style="list-style-type: none"> 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. <p>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.</p> <p>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.</p>	<p>Student Role:</p> <ul style="list-style-type: none"> 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. <p>Materials/Resources:</p> <ul style="list-style-type: none"> 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	How can I show my best work in a project?	To outline the PBLA aim, and for students to set roles and understand responsibilities	Focus: Present an overview of the project task, expectations, and timeline. Vocabulary related to project work such as "roles", "responsibilities", "goals", etc.	Speaking: ENG.03.3.3.XX.011 - Ask and answer questions on familiar topics. ENG.03.3.2.XX.017 - Speak coherently in short exchanges using familiar phrases and expressions. Listening: ENG.03.1.2.XX.009 - Listen and identify some details in simple texts on familiar topics. ENG.03.1.2.XX.007 - Listen and understand the overall meaning of simple texts on familiar topics.
	Lesson 2: Sustainable cities	What makes a neighbourhood sustainable?	To research the features of sustainable cities	Focus: Explore reading skills and identify key vocabulary in relation to sustainability and being environmentally friendly.	Functional Language: FL.7 - Describing objects FL.13 - Describing processes FL.16 – Expressing opinion FL.29 - Talking about time periods
<u>Group Work</u>	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).				

	<p>Lesson 2</p> <p>In groups, students will research and explore the features of sustainable cities (you may wish to use the Big Green Legacy resources to support this). They are encouraged to identify different categories and features to focus on – green spaces, keeping cool, getting around, how electricity is produced, reducing waste, and water consumption.</p>
<p><u>Literacy Development:</u></p>	<p>Lesson 1</p> <p>Students will develop their communication skills negotiating with their peers with regard 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.</p> <p>Lesson 2</p> <p>Students will build their reading and writing skills by engaging with accessible texts, visual aids, and guided activities. They will identify key vocabulary and make notes of it. They can practice summarizing their research into simple sentences.</p>
<p><u>Wrap-Up: Discussion and Reflection</u></p> <p>Lesson 1</p> <p>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. Peer/teacher feedback can be given on their plans for the project. Students can self-assess their ability to set goals for themselves.</p> <p>Lesson 2</p> <p>At the end of the lesson, students will reflect in their groups about their understanding of the features of sustainable cities. They can discuss which features they particularly like and want to include in their own neighbourhood designs. Students can self-assess their research skills.</p>	

Milestone 1	<p>Lesson 3: Designing neighbourhoods to be sustainable</p>	<p>How can we design neighbourhoods to stay cool, have green spaces, and be easy to get around?</p>	<p>To start the process of designing a neighbourhood in line with the research.</p>	<p>Focus: Students will use simple adjectives (<i>green, renewable, shaded, efficient</i>) and phrases (“<i>saves energy,</i>” “<i>provides shade,</i>” “<i>improves air quality</i>”) to explain city features. Sentence starters like “<i>This feature helps by...</i>” will guide clear communication and vocabulary development.</p>	<p>Speaking: ENG.03.3.3.XX.011 - Ask and answer questions on familiar topics.</p> <p>ENG.03.3.2.XX.017 - Speak coherently in short exchanges using familiar phrases and expressions.</p> <p>Writing: ENG.03.4.2.XX.025 – Writing sentences using correct punctuation.</p> <p>Reading: ENG.03.2.3.XX.004 - Read and understand the overall meaning of simple texts on familiar topics.</p> <p>ENG.03.2.3.XX.006 - Read and identify some details in simple texts on familiar topics.</p> <p>Functional Language: FL.6 - Describing places</p> <p>FL.7 - Describing objects</p> <p>FL.16 – Expressing opinion</p> <p>FL.29 Talking about time periods</p>
	<p>Lesson 4: The best renewable energy source for desert environments.</p>	<p>How can we choose the best renewable energy source for a desert environment?</p>	<p>Choose the best renewable energy resources in the UAE.</p>	<p>Focus: Descriptive language to compare and explain renewable energy sources suited for a desert environment, such as “<i>solar panels,</i>” “<i>wind turbines,</i>” and “<i>heat-resistant technology.</i>” They will use adjectives like “<i>powerful,</i>” “<i>efficient,</i>” “<i>sustainable,</i>” and “<i>durable</i>” to highlight the qualities needed for the harsh desert conditions. Phrases such as “<i>works well in hot weather,</i>” “<i>uses natural sunlight,</i>” and “<i>saves energy</i>” will help articulate why certain sources are ideal.</p>	<p>ENG.03.2.3.XX.004 - Read and understand the overall meaning of simple texts on familiar topics.</p> <p>ENG.03.2.3.XX.006 - Read and identify some details in simple texts on familiar topics.</p> <p>Functional Language: FL.6 - Describing places</p> <p>FL.7 - Describing objects</p> <p>FL.16 – Expressing opinion</p> <p>FL.29 Talking about time periods</p>

<p>Group Work</p>	<p>Lesson 3 In groups, students will do further research and explore different ways neighbourhoods can be designed to be green and sustainable. They will research strategies that include using green spaces and encouraging clean transport. They may also wish to look into sustainable ways to manage waste and water. Each group will gather ideas and create simple sketches or diagrams to show how these strategies can be included in their map. Working together will help them build understanding and share creative ideas, making the task more manageable and enjoyable.</p> <p>Lesson 4 In groups, students will research different types of renewable energy sources and discuss which ones are most suitable for a desert environment like the UAE. They will focus on solar power, wind energy, and other environmentally friendly options that can be used effectively in hot, dry climates. Each group will be given a set of simple resources, including short texts and visual aids, to help them compare and choose the best energy source. They will work together to create a brief report that explains why their chosen source is ideal for the desert and how it could help conserve energy in their designed neighbourhood.</p>
<p>Literacy Development:</p>	<p>Lesson 3 Students will focus on developing their reading and writing skills as they learn new vocabulary related to the environment, such as "sustainable," "green spaces," "energy-efficient," etc. They can study the design of sustainable cities to start planning their own map and prepare simple sentences to label features on their maps. This will help them learn to use new words and phrases in context while also improving their ability to write clear, concise sentences.</p> <p>Lesson 4 Students will develop their literacy skills by reading simple texts that explain renewable energy sources and how they work in different climates. Key vocabulary such as "solar panels," "wind turbines," "sustainable," and "energy-efficient" will be introduced and practiced through group discussions and activities. Students will write short, clear sentences to label their group's findings and contribute to their map, such as "Solar panels collect sunlight" or "Wind turbines produce energy from the wind." Visual aids and sentence starters will help students build confidence in using new words and structuring their ideas.</p>
<p><u>Wrap-Up: Discussion and Reflection</u></p> <p>Lesson 3 At the end of the lesson, students can discuss their ideas with other groups and explain their plans for their own neighbourhood. They will be encouraged to use prompts like, "This part helps the environment by..." or "This is important because..." to help guide their speaking. Students can write a short sentence or draw an image to show one way they could use their ideas in their daily lives, helping them make connections between the lesson and real-world applications. Students can self-assess their research skills.</p>	

Lesson 4

At the end of the lesson, students will share their group's findings with another group, explaining why their chosen renewable energy source is the best fit for the desert environment. They will use prompts like, "We chose solar power because..." or "Wind energy works well in the desert because..." to help guide their presentations. Students can discuss what they learned about renewable energy and its role in sustainable living. They will consider how this knowledge can be applied to their final project, which involves creating a map of their environmentally friendly neighbourhood and presenting it.



Milestone 1	Lesson 5:	What will our design for our sustainable neighbourhood look like?	To begin work on designing the map of our green neighbourhood.	Focus: Encouraging collaboration, creativity, and understanding of their research to make decisions on the design of their neighbourhood.	Speaking: ENG.03.3.3.XX.011 - Ask and answer questions on familiar topics. ENG.03.3.1.XX.014 – Produce connected speech, using correct stress, intonation, and rhythm. ENG.03.3.2.XX.017 - Speak coherently in short exchanges using familiar phrases and expressions.
	Lesson 6:	How can we label our map effectively?	To make final decisions on our neighbourhood map and annotate it appropriately. To begin work on the reflection evidence.	Focus: Correct use of English and utilizing new vocabulary in producing simple sentences for our maps.	Listening: ENG.03.1.2.XX.009 - Listen and identify some details in simple texts on familiar topics. ENG.03.1.2.XX.007 - Listen and understand the overall meaning of simple texts on familiar topics.
	Lesson 7:	How can you make your presentation clear and interesting?	To build confidence in oral communication. To finalise reflection evidence.	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: finalise grading against milestone one criteria in this lesson.	Writing: ENG.03.4.2.XX.010 - Use basic language structures in writing. ENG.03.4.3.XX.025 - Write short, simple sentences on familiar topics. Functional Language: FL.3 - Expressing likes and dislikes FL.9 - Describing habits, routines, tasks and jobs FL.25 - Giving presentations FL.29 - Talking about time periods FL.31 - Describing past experiences and events

<p><u>Group Work</u></p>	<p>Lesson 5: In groups, students will collaborate to begin designing their neighbourhood maps. Areas they might want to consider are how they will keep it cool, the green spaces they will have, forms of transport, reducing waste, managing water, and how the electricity will be produced. They will start work on designing and creating their map once they have agreed on its features.</p> <p>Lesson 6: In groups, students collaborate to finalise their neighbourhood map. They will then produce some simple annotations to explain its features – focusing on the accuracy of the English used. Students can also begin their reflection on the project journey – recording evidence (written or spoken) of their responses to reflection questions to supplement their final poster (e.g. an extra “About Our Journey” written piece, with contributions from each member, to go alongside their map).</p> <p>Lesson 7: In groups, students will collaborate to prepare their presentations of the map, ensuring every member has a role. They will select how to best represent their message, ensuring each group member contributes ideas and decisions. This collaborative process will help students learn to work together effectively, sharing thoughts and providing 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 finalise their evidence of reflection on the project, in preparation for the presentation phase.</p>
<p><u>Literacy Development:</u></p>	<p>Lesson 5: Students will focus on their interaction skills as they share ideas and options and collaborate to decide on their preferred features and their design for their neighbourhood.</p> <p>Lesson 6: Students will focus on using core vocabulary which they have learned in previous sessions. They will focus on accuracy in spelling, grammar, and punctuation – writing drafts of their sentences first and getting feedback before annotating their final work.</p> <p>Lesson 7: Throughout this lesson, students will develop literacy skills in all four domains: listening, speaking, reading, and writing. By discussing and deciding on the main ideas for their map, students will engage in active listening, taking note of each other’s ideas. They will also practice speaking as they share their ideas and rationale for selecting visuals and labels, focusing on clarity and fluency. Writing skills are reinforced as students create their presentation scripts, with attention to spelling, sentence structure, and vocabulary. Finally, in practicing their presentations, students will refine their listening and speaking abilities, responding to questions and adjusting their delivery to ensure they present their ideas clearly and confidently.</p>

Wrap-Up: Discussion and Reflection

Lesson 5:

Students can reflect on how well they worked together to come to final decisions about their design. They can reflect on how they have shown new learning and how it applies to their everyday lives. Students can self-assess on collaboration and problem-solving.

Lesson 6:

Students can reflect on the accuracy of their writing, and whether they have shown improvement and growth in their writing skills. The teacher can give feedback on any common errors that have been identified. It can also contribute to the student's 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, recognise areas for improvement, and reinforce the importance of effective communication in both visual and oral forms. It can also contribute to the student's reflection on their learning journey.

<p>Milestone 2</p>	<p>Lesson 8: Final Presentation of their map</p>	<p>n/a</p>	<p>To showcase their understanding of sustainable neighbourhoods by presenting their group's final map. To reflect on what they have learned.</p>	<p>Focus: 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."</p> <p>Apply the milestone two marking criteria during presentations.</p>	<p>Writing: ENG.03.4.2.XX.010 - Use basic language structures in writing.</p> <p>ENG.03.4.3.XX.025 - Write short, simple sentences on familiar topics.</p> <p>Speaking: ENG.03.3.3.XX.009 - Express own ideas using range of words, set phrases and expressions.</p> <p>ENG.03.3.2.XX.017 - Speak coherently in short exchanges using familiar phrases and expressions.</p> <p>Functional Language: FL.2 - Greetings, making introductions, saying goodbye</p> <p>FL.3 - Expressing likes and dislikes</p> <p>FL.7 - Describing objects</p> <p>FL.9 - Describing habits, routines, tasks and jobs</p> <p>FL.29 - Talking about time periods</p>
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<p><u>Group Work</u></p>	<p>Lesson 8: In this final lesson, students will work together in their groups to make final preparations for their presentations, as well as present their reflections on the project. They will revisit their completed maps of environmentally friendly neighbourhoods, ensuring all features are clearly labelled and reflect efforts to e.g. conserve water, reduce energy use, and utilise solar power. Each group member will take on a specific presentation role, such as explaining water-saving features, energy-efficient home designs, or the inclusion of solar power.</p>
<p><u>Literacy Development:</u></p>	<p>Students will practice speaking and listening skills as they prepare for their presentations. They will rehearse short, clear sentences to explain the key features of their map, using vocabulary such as “conserve,” “solar panels,” and “energy efficient.” Teachers can encourage students to use sentence structures like “This feature helps because...” or “We included this to save water by...” to ensure clarity and focus. Peer feedback can also be incorporated during rehearsals, allowing students to refine their delivery and ensure their explanations are easy to understand.</p>
<p><u>Wrap-Up: Discussion and Reflection</u></p> <p>Students will present their individual reflections on the learning process. If not already included in their presentation, the teacher will 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.</p> <p>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 plans.</p>	

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Little if no innovation and enterprise evident • Lack of creativity in the presentation 	<ul style="list-style-type: none"> • Evidence of some innovation and enterprise with creativity • Some experimentation in the presentation. 	<ul style="list-style-type: none"> • Clear evidence of innovation and enterprise with originality • Some risk taking within the presentation
Content/Topic Mastery	<ul style="list-style-type: none"> • Demonstrates limited understanding of subject content/topic • Struggles to articulate key concepts 	<ul style="list-style-type: none"> • Shows understanding of content/topic • Begins to articulate concepts but requires more depth and clarity 	<ul style="list-style-type: none"> • Demonstrates in-depth understanding of subject content • Clearly articulates complex ideas clearly
Application of Knowledge/Skills	<ul style="list-style-type: none"> • Struggles to apply learned concepts in real-world contexts • Makes limited or no connections between areas of learning and authentic scenarios 	<ul style="list-style-type: none"> • Applies subject-specific knowledge with some relevance to real-world contexts • Makes connections between areas of learning and authentic scenarios 	<ul style="list-style-type: none"> • 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:

o 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?

o 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:

- o **Missed Milestone Lessons:** Attend intervention sessions for planning, research, and solution discovery.
- o **Presentation Evidence:** Integrate missed milestone criteria into presentations.
- o **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.