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المزيد من مادة  
لغة انجليزية:

## التواصل الاجتماعي بحسب الصف السابع



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

## المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الثاني

دليل الطالب التعلم القائم على المشاريع والتقييم

1

دليل الطالب التعلم القائم على المشاريع والتقييم مترجم للعربية

2

دليل المعلم التعلم القائم على المشاريع والتقييم المسار المتقدم

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الخطة الفصلية للمقرر منهج بريدج للعام 2024-2025

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حل أسئلة الامتحان النهائي الورقي المستوى 4.1

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UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

Project Based Learning and Assessment

# Teacher Guide

2025

2024

**TOPIC:** Surviving in the Desert: Growing Food and Saving Water

**Grade:** 7 Advanced

**Subject:** English

**Term:** 2

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# Introduction

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

## Considerations for PBLA

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

### **I promise to:**

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

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

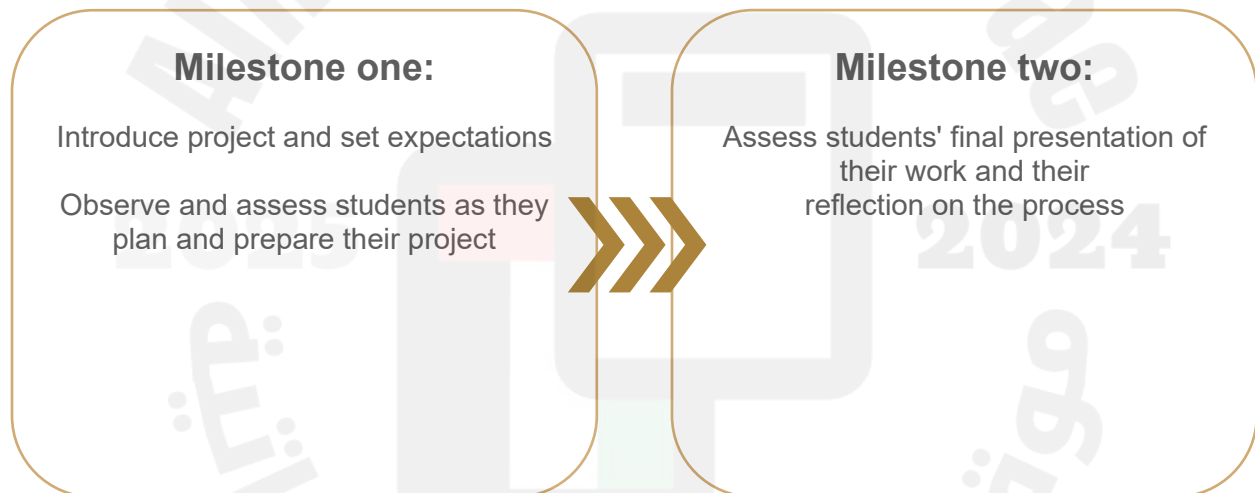
## 2. Implementation Overview

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

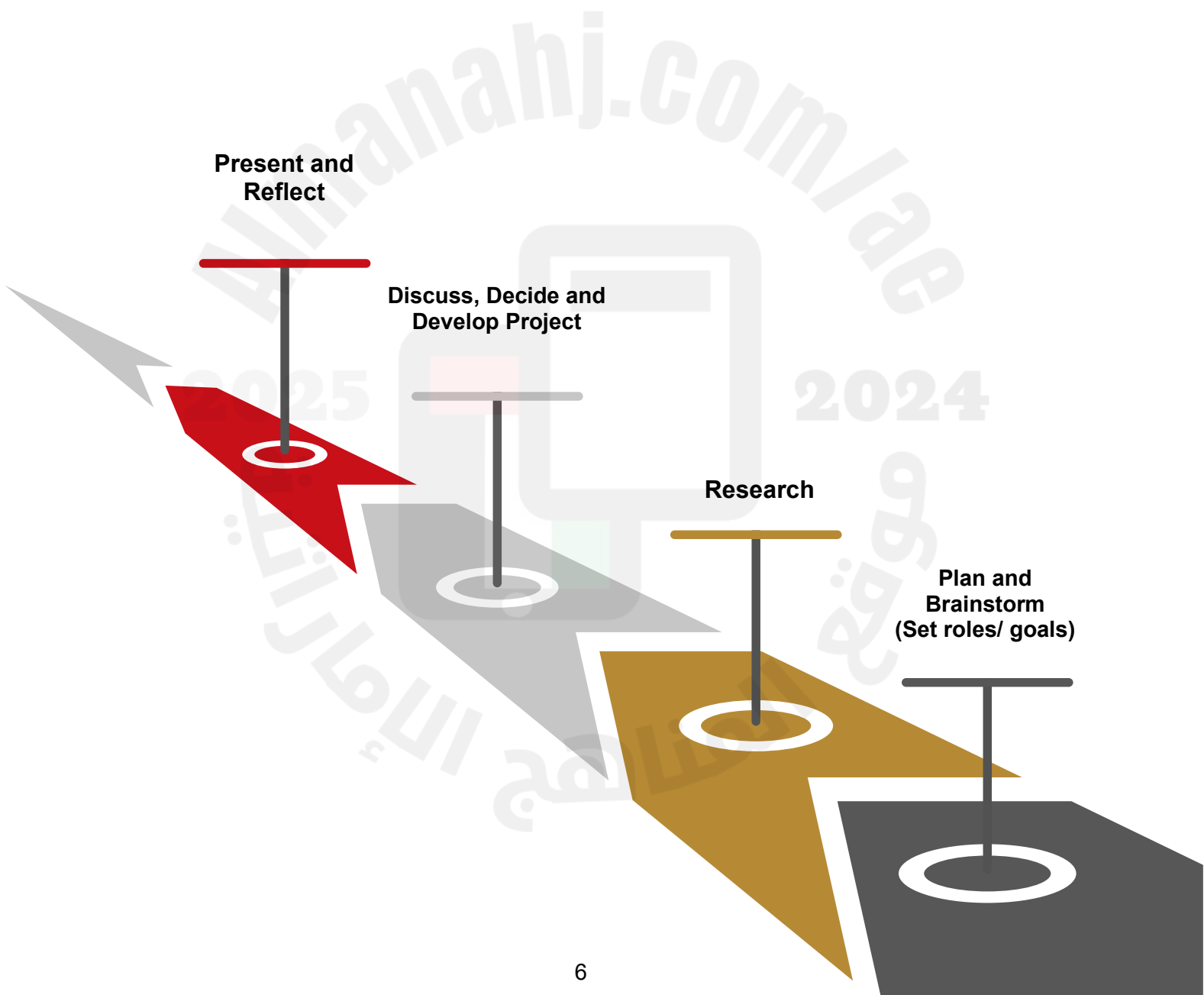
- I. collaborate in groups
- II. take responsibility for their individual contribution
- III. reflect on their work

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

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



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



### 3. Project Overview

In this project, students will work as part of a team to find new and creative ways to help deserts stay sustainable (survive and improve). They will create and present a poster, as well as reflect on their learning journey through the project. Students will learn about deserts' challenges and explore how technology, nature and people can work together to find smart solutions.

This project will help students come up with real ideas to save water and grow food in dry areas. Students will discover nature's clever tricks for solving problems by studying how plants and animals survive in deserts. This is their chance to build teamwork, think creatively and help the environment. Students will also explore how smart ideas can improve deserts and create a greener future for everyone.

#### Project Title

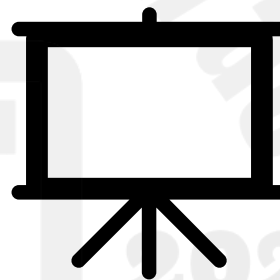
Surviving in the Desert:  
Growing Food and Saving Water

#### Essential Question

How can we have sustainable gardens in desert environments?

#### Final product

A desert "survival guide" poster



**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"> <li>Assist students in assigning roles and grouping where needed.</li> <li>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.</li> <li>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.</li> <li>Encourage students to work as a peer ‘coach’ to each other, asking clarifying questions and suggesting improvements based on the success criteria.</li> </ul> <p>Teacher to consider student capabilities when assigning roles and grouping. <b>While mixed-ability groups may be beneficial for many students, it is recommended to keep high-ability students together in their own groups.</b></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><b>Student Role:</b></p> <ul style="list-style-type: none"> <li>Actively engage in project-based tasks by participating in classroom activities, discussions and group work.</li> <li>Collaborate with peers, contributing ideas and efforts to group projects.</li> <li>Take on specific roles within the team to ensure balanced participation.</li> <li>Engage with the project material thoroughly, ensuring a deep understanding of the subject matter.</li> <li>Conduct research and inquiry as required by the project using a variety of sources and methods.</li> <li>Receive feedback from teachers and peers with an open mind, considering it as an opportunity for improvement.</li> <li>Maintain a receptive attitude towards feedback.</li> <li>Use feedback constructively to enhance the quality of work and performance.</li> <li>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.</li> <li>Deliver their presentations.</li> <li>Reflect on their learning experiences, noting what they have learned, which challenges were faced and how they overcame them.</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>Paper, rulers, coloured pencils</li> <li>Reference materials on sustainability and heritage (e.g., Big Green Legacy, online resources)</li> <li>Internet-connected devices for research</li> <li>Literacy toolkit for structured language practice</li> </ul>

Milestone	Lesson No. and Title	Guiding Question	Project Objectives	Teaching Objectives	Student Learning Outcomes (SLOs)
Milestone 1	<b>Lesson 1:</b> 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	<b>Focus:</b> Present an overview of the project task, expectations and timeline. Vocabulary related to project work such as "roles", "responsibilities", "goals", etc.	<b>Speaking:</b> ENG.05.3.2.XX.006 – Speak coherently in short exchanges using a range of phrases and expressions.  ENG.05.3.3.XX.017 – Express own ideas, opinions and personal perspective.
	<b>Lesson 2:</b> Desert environments	What are the biggest challenges in a desert environment?	To identify the problems which need solving	<b>Focus:</b> Students practice asking questions and clarifying to build understanding. Focus on lexis relevant to describe deserts.	<b>Listening:</b> ENG.05.1.2.XX.016 - Listen and identify specific information in simple, extended text on familiar and concrete topics.  <b>Reading:</b> ENG.05.2.3.XX.011 – Read texts on unfamiliar and concrete topics.  <b>Writing:</b> ENG.05.4.3.XX.007 – Write simple text on familiar and concrete topics.  <b>Functional Language:</b> FL.8 – Expressing preference  FL.16 – Expressing opinion  FL.26 – Comparing and contrasting  FL.42 – Checking understanding and clarifying

<p><b>Group Work</b></p>	<p><b>Lesson 1</b> 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 with this).</p> <p><b>Lesson 2</b> Students will research and discuss the various challenges in a desert environment, particularly related to heat, water and growing food. Students will discuss what they think the biggest challenge is for living in the desert.</p> <p><b>For both lessons:</b> Students will also practice asking and answering questions for clarification while using functional language to check understanding</p>
<p><b>Literacy Development:</b></p>	<p><b>Lesson 1</b> Students will develop their communication skills negotiating with their peers with regards to their project planning and their roles &amp; responsibilities. They will have the opportunity to write through the student guide activities, as well as applying 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><b>Lesson 2</b> Students will read, research and expand their vocabulary for describing the desert environment. Students can practice utilizing superlatives (e.g. 'the most difficult', 'the biggest challenge') in their discussions.</p>
<p><b><u>Wrap-Up: Discussion and Reflection</u></b></p> <p><b>Lesson 1</b> 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 your own abilities. Peer/teacher feedback can be given on their plans for the project. Students can self-assess on their ability to set goals for themselves. Encourage students to reflect on the "I CAN" statements, set personal goals for improving communication and problem-solving skills and think about how teamwork and diverse perspectives contributed to their project. Emphasize the importance of open communication, creative collaboration and real-world connections in driving sustainability.</p> <p><b>Lesson 2</b> At the end of the lesson, the students can have a brainstorming session to consider innovative and original solutions to the challenges they have faced. Teachers can monitor the use of language and give feedback on any common errors.</p>	

<p style="text-align: center;"><b>Milestone 1</b></p>	<p><b>Lesson 3:</b> Ensuring Plant Survival in Desert Environments</p>	<p>How do plants adapt to desert life? Can this help us think of solutions?</p>	<p>To identify and describe strategies for adapting to desert environments , with a focus on water conservation and sustainable practices in the UAE</p>	<p><b>Focus:</b> Describe plants and the processes they go through to survive in the desert.</p>	<p><b>Speaking:</b> ENG.05.3.2.XX.006 – Speak coherently in short exchanges using a range of phrases and expressions.</p> <p>ENG.05.3.3.XX.017 – Express own ideas, opinions and personal perspective.</p> <p><b>Listening:</b> ENG.05.1.2.XX.016 - Listen and identify specific information in simple, extended text on familiar and concrete topics.</p> <p><b>Reading:</b> ENG.05.2.3.XX.011 – Read texts on unfamiliar and concrete topics.</p> <p><b>Writing:</b> ENG.05.4.3.XX.007 – Write simple text on familiar and concrete topics.</p> <p><b>Functional Language:</b> FL.8 – Expressing preference</p> <p>FL.16 – Expressing opinion</p> <p>FL.26 – Comparing and contrasting</p> <p>FL.42 – Checking understanding and clarifying</p>
	<p><b>Lesson 4:</b> Growing Food in the Desert</p>	<p>How can we grow food in the desert with less water?</p>	<p>To enable students to identify methods for growing food in the desert while conserving water</p>	<p><b>Focus:</b> Expand vocabulary on topics related to sustainability and water conservation.</p> <p>To describe how the different methods work</p>	
<p style="text-align: center;"><b>Group Work</b></p>	<p><b>Lesson 3</b> Students research plants that adapt to live in desert environments. They discuss features, such as providing shade and storing water, and encouraged to reflect on what lessons we can learn from this.</p> <p><b>Lesson 4</b> In groups, students explore methods for growing food in desert conditions, such as hydroponics, drip irrigation and drought-resistant crops plus other means to conserve water such as rainwater harvesting, greywater recycling, or water-efficient landscaping. They create a chart listing each method, describing how it minimizes water usage and supports sustainability in desert environments. They discuss their preferred methods and whether they can think of any other innovative ideas.</p>				

**Literacy  
Development:**

**Lesson 3**

Students will read and/or listen to videos – noting key vocabulary. They can practise summarising their research into simple sentences.

**Lesson 4**

Students will develop the ability to describe processes and make connections between water-conserving features and their functions, using vocabulary and expressions related to desert environments and sustainability.

**Wrap-Up: Discussion and Reflection**

**Lesson 3**

At the end of the lesson, lead a discussion on how this applies to sustainability themes in their own homes/neighborhoods. Students can self-assess on their research skills.

**Lesson 4**

At the end of the lesson, facilitate a class discussion where students describe the water-saving strategies they explored, and which material seems most suitable for desert climates and why. Encourage students to use the functional language for pros and cons and provide constructive feedback on their use of connected speech, descriptive vocabulary and sentence structures.

**Example:** Set up “material exploration stations” where students can physically interact with different materials, observing and discussing qualities like durability and heat resistance. Then, organize a quick 1-minute pitch for each group to present their material’s pros and cons, focusing on its suitability for desert climates.

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<b>Milestone 1</b>	<b>Lesson 5:</b> Main idea and content for poster	How can your poster look good for your audience?	To decide collaboratively on a design and content for the poster	<b>Focus:</b> Encourage student creativity in design, while also considering accuracy in written language	<b>Speaking:</b> ENG.05.3.2.XX.006 – Speak coherently in short exchanges using a range of phrases and expressions.  ENG.05.3.3.XX.017 – Express own ideas, opinions and personal perspective.
	<b>Lesson 6:</b> Visual Communication	How can you use pictures, symbols and simple words for your message?	To use visual aids and basic vocabulary effectively to communicate ideas, improving comprehension and making content accessible to the audience To begin work on the reflection evidence	<b>Focus:</b> Using visual elements and basic vocabulary to convey meaning; developing students' ability to combine visuals and text for clear communication	<b>Listening:</b> ENG.05.1.2.XX.016 – Listen and identify specific information in simple, extended text on familiar and concrete topics.  <b>Reading:</b> ENG.05.2.3.XX.011 – Read texts on unfamiliar and concrete topics.
	<b>Lesson 7:</b> Effective Presentation	How can you make your presentation clear and interesting?	To build confidence in oral communication  To finalise reflection evidence	<b>Focus:</b> Teach effective strategies for presenting ideas confidently, developing students' oral language skills. Focus on simple sentences, pacing, correct pronunciation and engaging delivery.  <b>Note: Finalise grading against Milestone one criteria in this lesson.</b>	<b>Writing:</b> ENG.05.4.3.XX.007 – Write simple text on familiar and concrete topics.  ENG.05.4.3.XX.009 – Write simple, structured paragraphs that contain a topic and supporting details.  <b>Functional Language:</b> FL.8 – Expressing preference  FL.16 – Expressing opinion  FL.26 – Comparing and contrasting  FL.28 – Asking for, and making recommendations

					FL.42 – Checking understanding and clarifying
<u>Group Work</u>	<p><b>Lesson 5:</b> In groups, students will collaborate to identify the main they wish to convey in their poster. They will discuss the topic, brainstorm possible ideas and collectively decide on the most important message that best represents their understanding. They will then collaboratively decide on the design for their poster and start developing the written content that needs to go in it.</p> <p><b>Lesson 6:</b> In groups, students collaborate to identify the most effective way to convey their message using visuals and simple words. They discuss and select images, symbols and key phrases that represent the central idea of their poster. By sharing ideas and agreeing on the best visuals, students learn the importance of teamwork and how to combine different strengths to produce a clear, unified message. This group interaction encourages students to consider how visuals and words can work together to make their message more understandable and impactful. 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><b>Lesson 7:</b> In groups, students will collaborate to answer the guiding questions, starting with identifying the main message they want to convey in their poster and presentation. They will then select visuals, symbols and simple words that best represent their message, ensuring each group member contributes ideas and decisions. This collaborative process will help students learn to work together effectively, share thoughts and provide feedback to one another. They will also practice their speaking skills as they explain their choices to the group, ensuring clarity and coherence in both their visual design and oral presentations. Students may also use this time to finalize their evidence of reflection on the project, in preparation for the presentation phase.</p>				
<u>Literacy Development:</u>	<p><b>Lesson 5:</b> Focus on literacy development by encouraging students to practice writing clearly and succinctly. As they collaborate to draft sentences that summarize their ideas, students will enhance their ability to express their thoughts in writing. This activity supports both reading and writing skills, as students read each other’s ideas, identify key vocabulary and use it to construct clear and accurate sentences. Additionally, students will develop listening and speaking skills as they discuss and present their ideas to the group, practicing how to articulate their message effectively and with confidence.</p> <p><b>Lesson 6:</b> The process of using pictures, symbols and simple words to explain a message promotes literacy development across all four skills: speaking, listening, reading and writing. Students develop their reading skills by identifying keywords and phrases that will best represent their message. Writing skills are enhanced as they create short, clear labels to accompany their visuals. In terms of speaking, students practice articulating their ideas in simple sentences, learning how to express their thoughts clearly. Finally, by listening to others and providing feedback, students enhance their listening skills, learning to comprehend and respond effectively to their peers’ ideas.</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 poster, 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 posters and scripts, with attention to spelling, sentence structure and vocabulary. Finally, in practicing their presentations, students will refine their listening and speaking abilities, respond to questions and adjust their delivery to ensure they present their ideas clearly and confidently.

**Wrap-Up: Discussion and Reflection****Lesson 5:**

Conclude the lesson with a discussion and reflection on the process of designing their poster and its content. This reflection encourages students to think critically about the effectiveness of their communication and whether their message is clear and impactful. By sharing feedback with peers, students can identify areas for improvement and consider how they can make their posters more engaging, helping to reinforce their literacy development and presentation skills. Students can self-assess on their collaboration and problem-solving skills.

**Lesson 6:**

At the end of the lesson, students participate in a discussion to reflect on their process and the choices they made in using pictures, symbols and simple words. This reflection allows students to evaluate how well they communicated their message and consider how their visuals and words helped clarify their ideas. Through this reflective discussion, students also gain insight into the importance of clarity and simplicity in communication, which helps them refine their approach for future projects. This wrap-up encourages critical thinking and helps students recognize the connection between their learning process and the final presentation. It can also contribute to the students' reflection on their learning journey.

**Lesson 7:**

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



<p>Milestone 2</p>	<p><b>Lesson 8:</b> Final presentation of posters</p>	<p>n/a</p>	<p>To showcase their posters for a desert survival guide – showing how to grow food and save water</p>	<p><b>Focus:</b> Presentation language and reflective vocabulary Students use simple language to present their plans, explaining how they help and using words like 'important', 'better', and 'useful'.</p> <p><b>Apply Milestone two marking criteria during presentations.</b></p>	<p><b>Speaking:</b> ENG.05.3.2.XX.006 – Speak coherently in short exchanges using a range of phrases and expressions.</p> <p>ENG.05.3.3.XX.017 – Express own ideas, opinions and personal perspective.</p> <p><b>Listening:</b> ENG.05.1.2.XX.016 - Listen and identify specific information in simple, extended text on familiar and concrete topics.</p> <p><b>Functional Language:</b> FL.8 – Expressing preference</p> <p>FL.16 – Expressing opinion</p> <p>FL.25 – Giving presentations</p> <p>FL.26 – Comparing and contrasting</p> <p>FL.28 – Asking for, and making recommendations</p>
<p><u>Group Work</u></p>	<p><b>Lesson 8:</b> Each group presents their poster, ensuring that each member of the group makes a contribution to the presentation, as well as presents their reflection on the project. Students may ask questions after the presentations, and groups will be asked to reflect on the process of developing their poster and what they have learnt</p>				

**Literacy  
Development:**

Students will develop presentation skills by using both basic and detailed sentence structures and practicing phrases that help make their presentations clear and engaging. Emphasize useful presentation phrases (e.g., “First, we will talk about...”, “Finally, let me tell you...”) to organize ideas and encourage descriptive language to explain visuals (e.g., “This picture shows...”).

**Wrap-Up: Discussion and Reflection**

Students will present their individual reflections on the learning process. If not already included in their presentation, teacher to ask each group to reflect on the process of researching and designing their poster – what they have learnt and how it applies to their everyday life.

**If possible, invite a local energy expert or sustainability professional (even virtually) to watch the presentations and provide feedback, helping students connect their work to real-world practices. After each presentation, you may hold a ‘Q&A session’ where classmates act as reporters, asking questions to encourage students to explain and elaborate on their energy-saving plans.**



## 5. Assessment

### MILESTONE 1 – (Preparation/Process)

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

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

Criterion	Beginning: 1 - 4	Developing: 5 - 7	Acquired: 8 - 10
Research and Inquiry	<ul style="list-style-type: none"> <li>Shows <b>minimal evidence of basic research</b></li> <li>Struggles to formulate inquiry questions or adopt inquiry-based learning approaches</li> <li>Sources may lack credibility or relevance</li> <li><b>Little use of learning technologies</b></li> <li><b>Relies on basic approaches</b> without much originality</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>some basic but systematic research</b> capabilities and inquiry</li> <li>Utilizes credible sources: <b>use learning technologies to support</b>, but the depth of investigation is limited</li> <li>Attempts to formulate questions with teacher guidance</li> <li><b>Attempts creative solutions</b> but needs more depth and risk-taking</li> </ul>	<ul style="list-style-type: none"> <li>Conducts <b>thorough research using a range of credible sources: use learning technologies to support learning effectively.</b></li> <li>Student articulates sophisticated inquiry questions, and effectively contributes to advancing the depth of understanding within the project</li> <li><b>Proposes original solutions</b>, takes risks, and adapts to changing project dynamics with unique idea</li> </ul>
Collaboration, Communication & Contribution	<ul style="list-style-type: none"> <li>Contributes minimally to group processes, often requiring frequent prompts to engage actively</li> <li><b>Little engagement in planning of project. Some difficulty</b> and limited clarity in interacting, discussing and communicating their learning</li> <li><b>No real evidence of leadership within group</b></li> </ul>	<ul style="list-style-type: none"> <li>Participates consistently, albeit not uniformly, in group discussions and activities</li> <li>Shares ideas and listens to peers but needs to balance contributions more effectively</li> <li><b>Some contribution in driving group progress and planning of project</b></li> <li><b>Adequate</b> when interacting, discussing and shows emerging skills when communicating their learning</li> <li><b>Some evidence of minimal leadership within group</b></li> </ul>	<ul style="list-style-type: none"> <li>Fully engages in group work, taking on <b>clear leadership roles</b>, providing support to peers, and demonstrating proactive collaboration to achieve group objectives</li> <li>Consistently drives group progress and ensures <b>project planning tasks are completed effectively</b></li> <li><b>Clear</b> when interacting, discussing and consistently communicating their learning effectively</li> </ul>
Self-Regulation & Engagement	<ul style="list-style-type: none"> <li>Exhibits a lack of self-regulation, requiring consistent prompting to remain focused</li> <li>Demonstrates <b>minimal motivation or engagement</b></li> <li><b>Unsure how to set goals to improve their work</b></li> </ul>	<ul style="list-style-type: none"> <li>Shows emerging self-regulation capabilities; <b>sets basic learning goals</b> and generally maintains focus, although occasional reminders are needed</li> <li>Demonstrates <b>some motivation and engagement</b> when managing subject-specific activities</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates strong self-regulation, independently <b>establishing meaningful learning goals</b></li> <li>Actively manages personal progress with a high level of engagement</li> <li>Demonstrates <b>high level of motivation and engagement</b> when managing subject-specific activities</li> </ul>
Problem-Solving & Critical Thinking	<ul style="list-style-type: none"> <li>Relies heavily on teacher support for problem-solving</li> <li>Critical skills are <b>not developed or apparent</b></li> <li>Shows <b>difficulty</b> in evaluating options, making decisions and <b>finding solutions</b></li> </ul>	<ul style="list-style-type: none"> <li>Identifies problems and attempts solutions but requires occasional guidance</li> <li>Demonstrates some critical thinking but lacks depth</li> <li>Overall problem-solving and critical thinking are <b>developing features with some solutions proposed</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Independently</b> solves problems by evaluating <b>multiple solutions</b></li> <li>Shows creativity and <b>well-developed</b> critical thinking skills</li> </ul>

## 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"> <li>• Demonstrates significant <b>difficulty in communicating ideas</b></li> <li>• Exhibits <b>limited confidence</b></li> <li>• <b>Minimal or ineffective use of visual aids</b></li> <li>• Presentation <b>lacks clarity</b> and engagement</li> <li>• <b>Limited reflection</b> on the challenges faced and how they overcame or <b>unclear</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communicates ideas adequately</b> with moderate confidence</li> <li>• Employing <b>some visuals</b> to support the presentation; however, further refinement in structure and delivery is necessary</li> <li>• Presentation <b>has some clarity</b> and uses some subject-relevant vocabulary to engage the audience</li> <li>• <b>Sufficient reflection</b> on the challenges faced and how they overcame, with <b>some example</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Articulates ideas clearly</b> with confidence</li> <li>• <b>Utilizes visuals effectively and strategically to enhance understanding and impact</b></li> <li>• Presentation <b>has clarity</b> and <b>demonstrates appropriate use of subject-specific vocabulary</b></li> <li>• Adapts communication style effectively based on audience needs</li> <li>• <b>Clear reflection</b> on the challenges faced and how they overcame, with <b>detailed examples</b></li> </ul>
Innovation and Enterprise	<ul style="list-style-type: none"> <li>• Little if <b>no innovation and enterprise</b> evident</li> <li>• <b>Lack of creativity</b> in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of <b>some innovation and enterprise</b> with creativity</li> <li>• <b>Some experimentation</b> in the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clear evidence of innovation and enterprise</b> with originality</li> <li>• <b>Some risk taking</b> within the presentation</li> </ul>
Content/Topic Mastery	<ul style="list-style-type: none"> <li>• Demonstrates <b>limited understanding</b> of subject content/topic</li> <li>• <b>Struggles to articulate</b> key concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Shows <b>understanding</b> of content/topic</li> <li>• <b>Begins to articulate</b> concepts but requires more depth and clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>in-depth understanding</b> of subject content</li> <li>• <b>Clearly articulates</b> complex ideas clearly</li> </ul>
Application of Knowledge/Skills	<ul style="list-style-type: none"> <li>• Struggles to apply learned concepts in real-world contexts</li> <li>• Makes <b>limited or no connections</b> between areas of learning and authentic scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Applies subject-specific knowledge with some relevance to real-world contexts</li> <li>• Makes <b>connections</b> between areas of learning and authentic scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively applies relevant subject knowledge to authentic real-world contexts</li> <li>• Makes <b>meaningful and practical connections</b> between areas of learning and authentic scenarios</li> </ul>

## **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.