



PROJECT-BASED LEARNING TERM 3 LIFE SKILLS ASSESSMENT PACK

**SBA TERM THREE PROJECT-BASED LEARNING PROJECT
THEME: PROUD OF MYSELF AND PROUD OF MY CULTURE**

GRADE 4

NOTES FOR THE TEACHER:

- The following pack of rubrics covers 5 suggested activities
- To be true to Project-based Learning as a process, please assess at least three times
- Each rubric is worth 10 marks
- Select **any 3** of the 5 **Assessments** (to achieve the 30 marks you need for the Term 3 Life Skills School Based Assessment). **Note all activities in this project should be completed in the project because each activity contributes to the process of learning through this project.**
- Keep a record of these marks and comments (to be available for visits by Subject Advisors and/or the E3 Monitoring Team during Terms 3 and 4)

Assessment rubrics include:

(Select any THREE of the following to make up your SBA mark for Term 3)

Part 1: EXPLORING THE WORLD

1. New Knowledge - **RUBRIC FOR A CLASS / GROUP DISCUSSION** **10 Marks**
2. Order - **RUBRIC FOR AN INTERVIEW** **10 Marks**
3. Apply - **RUBRIC FOR CREATIVE INTERPRETATION OF –‘ WE ARE PROUD OF OUR CULTURE’** **10 Marks**

Part 2: EMBRACING THE CHALLENGES

4. Brainstorm & Present - **RUBRIC FOR BRAINSTORM & (PLANNED) PROJECT OF IDEAS** **10 Marks**

Part 3: DESIGNING THE FUTURE

5. Prototype - **RUBRIC FOR ASSESSING THE PROTOTYPE OF THE PROJECT** **10 Marks**

New knowledge



Build on what you already know and add new knowledge. Read a story that introduces new knowledge, followed by a **CLASS DISCUSSION** about the main cultural questions raised in this story.

GRADE 4 RUBRIC FOR A CLASS / GROUP DISCUSSION				
CRITERIA	4-5	3	2	1
	DESCRIPTORS			
Contributing ideas & opinions	Constantly contributes to the class/group discussion by offering pertinent ideas Asks appropriate questions on a regular basis Is able to effectively identify and summarise main points of the discussion	Contributes to the class/group discussion by offering one or two good ideas. Asks random questions on a regular basis Identifies and is able to summarise relevant points, although not all are relevant	Contributes minimally to the class/group discussion Asks vague questions now and then. Identifies and is able to summarise some of the main points of the discussion	Fails to contribute to the class/group discussion Unable to ask any questions for clarity Unable to identify or summarise key points of the discussion
Preparation	Always prepared with notes and required materials	Usually prepared with notes and required materials	Seldom prepared with notes and required materials	Consistently unprepared for class
Attitude	Consistently displays a positive, cooperative attitude during class/group discussions Always supportive of other learners' ideas	Usually positive and cooperative during class/group discussions Often supportive of other learners' ideas	Seldom actively participates in class / group discussions Sometimes supportive of other learners' ideas	Rarely, if ever, participates in classroom projects and discussions Displays occasional disruptive behaviour
Listening to others (Take turns to speak)	Excellent demonstration of active listening skills and provided support to the group all the time.	Good demonstration of active listening skills and provided support to the group most of the time.	Moderately demonstrated listening skills and occasionally provided support to the group.	Poorly demonstrates listening skills and did not support or work well with the group.
COMMENTS / FEEDBACK				MARKS 20÷2=(10)

Order



Order and categorise your existing knowledge. **LEARNERS INTERVIEW EACH OTHER** to find out more about the different cultures in their class. Learners categorise all the new information they learnt using a TREE MAP.

GRADE 4 RUBRIC FOR AN INTERVIEW				
CRITERIA	DESCRIPTORS			
	EXCELLENT	GOOD	MODERATE	REQUIRES SUPPORT
MARKS	4-5	3	2	1
INTRODUCTION AND PURPOSE FOR THE INTERVIEW	Excellent introduction and full understanding of the purpose for the interview.	Good introduction and good understanding of the purpose for the interview.	Fair introduction and understanding of the purpose for the interview.	Weak introduction and no understanding of the purpose for the interview.
QUESTIONING TECHNIQUE	Informative questioning techniques applied. Commenced with one or two general questions to create an atmosphere of trust.	The majority of the questions were answered. The Interviewer attempts to keep calm and polite.	Questions asked are not specific enough. The interviewee does not answer all the question posed. .	Questions too general and vague. The interviewer talks more than the interviewee.
REGISTER AND TONE OF VOICE	Most appropriate register and excellent variation in tone of voice and clear voice projection is demonstrated by the interviewer.	Suitable register is used, good variation in tone of voice and suitable voice projection is applied by the interviewer.	Appropriate register and stable variation in tone of voice but the interviewer demonstrates poor voice projection.	Poor register and inappropriate variation of tone and inaudible voice projection.
CONCLUDING THE INTERVIEW	Interviewer makes short notes of the key responses received. Ends the interview by drawing a conclusion. Interviewer thanks the interviewee politely.	Interviewer jots down words as the interview proceeds. Ends the interview without drawing a conclusion. Interviewer thanks the interviewee hurriedly.	Interviewer makes random notes of the responses received. Does not draw a conclusion. Interviewer forgets to thank the interviewee.	Interviewer does not make any notes of the responses received. No conclusions are drawn to end the interview – interview ends abruptly.
COMMENTS / FEEDBACK				Total (20÷2= (10))

Apply



Apply your knowledge to your context (driving question). Learners apply what they have learnt to the driving question, BY CREATING A POEM, SONG OR DANCE WITH THE TOPIC, **'WE ARE PROUD OF OUR CULTURE'**.

GRADE 4 RUBRIC FOR CREATIVE INTERPRETATION OF –‘ WE ARE PROUD OF OUR CULTURE’				
CRITERIA	DESCRIPTORS			
	EXCELLENT	GOOD	MODERATE	REQUIRES SUPPORT
MARKS	4-5	3	2	1
CONTENT <i>(Poem, song or dance)</i>	Cohesion to the theme. Content shows rich, engaging details which shows understanding of the objective.	Cohesion to the theme. Content shows understanding and is supported by relevant details.	Minimal connections to the theme. Content does not provide enough detail.	No connection to the theme of 'We are proud of our culture' Content is poor and lacks relevant detail.
CREATIVITY <i>(Poem, song or dance)</i>	A great deal of variety is evident in the content and project/display of the activity.	Adequate variety is evident in the content or project.	Content is presented with little originality and poor interpretation.	Content is repetitive and lacks originality.
COMMUNICATION SKILLS <i>(Poem, song or dance)</i>	A skillful command of language throughout the project; speaking levels and body language is superior.	Rate and tone in quality of speech were adequate for the audience to hear and understand; controlled and varied sentence structure	Awkward sentence structure and/or language; little eye contact made; speech difficult to hear sometimes; ineffective voice projection.	Incorrect and/or ineffective wording and/or sentence Structure. Speakers are difficult to hear. Rate of speaking is too fast or slow. No eye contact is made.
AUDIENCE RESPONSE	Involves the audience in the project; holds the audience's attention throughout.	Presented content in an interesting fashion; holds the audience's attention most of the time.	Presented the content in an interesting fashion; holds the audience's attention most of the time.	Limited awareness of the audience and/or purpose of the content. Speakers disconnected from the audience.
COMMENTS / FEEDBACK				Total (20÷2= (10))

Part two: EMBRACING THE CHALLENGE. HOW CAN WE IMPROVE CULTURAL PRIDE IN OUR SCHOOL?



Brainstorm

Brainstorm as many solutions to your problem as possible. Learners **BRAINSTORM WAYS OF PRESENTING THEIR RECIPES** i.e., in a recipe book, poster or any other way they can think of.

Present

Present the point of view and options to an audience. In this step, each group will **PRESENT THEIR IDEAS FROM THE BRAINSTORMING SESSION** and get feedback from their peers.



GRADE 4 RUBRIC FOR BRAINSTORM & (PLANNED) PROJECT OF IDEAS				
CRITERIA	4	3	2	1
	DESCRIPTORS			
Brainstorming (<i>ways of presenting their recipes</i>)	Ideas brainstormed are plausible and most likely to be effective in practice. Learners present a wide range of very interesting ideas.	Ideas brainstormed are believable and some of them may work in practice. There is a variety of ideas indicated in the brainstorm.	Some of the ideas brainstormed lack depth and one or two could work in practice. There's little variety of ideas indicated in the brainstorm.	Most ideas brainstormed were ineffective and most likely to fail in practice. There is no variety indicated in the brainstorm.
Projects contain the required cultural elements: <i>Suitable cultural elements are present in the recipe (ingredients, customs, utensils, etc.)</i>	All the required elements are included in the recipe. A full list of cultural-specific ingredients is indicated.	Most of the required cultural elements are evident in the recipe. A few cultural-specific ingredients are mentioned.	Some of the required cultural elements are evident in the recipe. Includes one or two random ingredients.	None of the required cultural elements are evident in the recipe. Does not include a list of any ingredients.
Format of recipe project (<i>Book, poster, power point, etc.</i>)	Use of a wide variety of resources to keep the reader/audience interested. Format of the planned project is very neat and creatively compiled.	Use of a variety of resources to keep the reader/audience interested. Format of the planned project is neat and creatively compiled.	Use of a few resources to keep the reader/audience interested. Format of the planned project is neat but roughly compiled.	No evidence of any resources used to keep the reader/audience interested. Format of the planned project is scrambled and not very creative.
Adhering to the Purpose of the Project: <i>To improve cultural pride</i>	There is clear adherence to the purpose of the Project. Content is authentic and shows no adult intervention.	There is adherence to the purpose of the Project. Content is authentic and shows some adult intervention.	There is a deviance from the purpose of the Project. Content is not very authentic and shows extensive adult intervention.	There is no adherence to the purpose of the Project. Content is not authentic and shows overwhelming adult intervention.

<p align="center">Project</p> <p align="center"><i>(Each group to present their ideas from the brainstorming session)</i></p>	<p>Learners are very well prepared for the project. There is a clear connection between the project and the brainstorming process. The project illustrates a detailed flow and depth of ideas.</p>	<p>Learners are somewhat prepared for the project. There is a partial connection between the project and the brainstorming process. Project flows with intact transitions most of the time.</p>	<p>Learners are not very well prepared for the project. There is minimal correlation between the project and the brainstorming process.</p>	<p>Learners are not prepared for the project at all. Project shows an unclear relationship between the brainstorming and project process.</p>
<p>COMMENTS / FEEDBACK</p>				<p align="center">MARKS 20÷2=(10)</p>

Part three: DESIGNING THE FUTURE: DRIVING QUESTION: HOW WILL WE MAKE AND PRESENT OUR PROJECT?

Prototype



Make the prototype of your best solution. Guided by the assessment rubric, learners will use project planners to **PLAN AND CREATE A PROTOTYPE OF THEIR PROJECT.**

GRADE 4 RUBRIC FOR ASSESSING THE PROTOTYPE OF THE PROJECT

CRITERIA	5	4	3	2	1
	DESCRIPTORS				
Cultural Menu to celebrate a Heritage Day celebration	Rich and detailed menu of culturally specific foods are included. Links well to Heritage Day.	Good menu included. Culturally specific and generally links to Heritage Day.	An adequate menu is included but lacks detail and not all dishes are culturally specific.	A basic menu is included showing one to two dishes only.	No menu is evident.
Projects are presented in a creative and striking using cultural designs and pictures.	Excellent effort Demonstrated. Learners have included a lot of striking detail.	Very good effort demonstrated. Learners have included a lot of detail.	Adequate effort demonstrated. The project appears to have been rushed.	Project is untidy and poorly planned. Contain minimal design and illustration.	Project lacks imagination and does not include any additional design or pictures. Appears to be incomplete.
Groups can answer questions about their projects and describe the process.	Group members can answer questions in detail about the process, purpose and the information contained in the project. All members in the group respond confidently.	Group members can respond to questions and give a general explanation of the process. All members in the group can respond.	Group members can answer questions to some extent. Not all group members respond confidently.	Responses from the group lack detailed information. A couple of group members are able to describe the process adequately.	No group members can answer questions about their project. Explanation about the process is vague.
Objectives to improve cultural awareness and pride was achieved.	Excellent effort displayed. Objectives clearly understood and achieved with great care and pride. Learners applied feedback successfully.	Good effort displayed. Objectives achieved with care and pride. Learners applied feedback successfully.	Objectives slightly misunderstood. Evidence of cultural awareness and pride. Learners responded to some of the feedback received.	Objectives were understood but the content does not convey awareness and cultural pride. Learners disregarded most of the feedback received. Iteration is required.	Objectives not achieved. The message about cultural awareness is not evident. Learners applied none of the feedback received. More iteration is required.
COMMENTS / FEEDBACK					TOTAL MARKS 20÷2=(10)