



PROJECT-BASED LEARNING TERM 3 LIFE SKILLS ASSESSMENT PACK

GRADE 5

SBA TERM THREE PROJECT-BASED LEARNING PROJECT

THEME: SAVING WATER, SAVING LIFE

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. Order **RUBRIC TO ASSESS AN INFORMATION COLLECTION SURVEY** **10 Marks**
2. Apply **RUBRIC TO ASSESS THE PRESENTATION OF THE SURVEY FINDINGS** **10 Marks**

Part 2: EMBRACING THE CHALLENGES

3. Define & Explore **RUBRIC TO ASSESS PLANNING DISCUSSION AND RESEARCH** **10 Marks**
4. Brainstorm & Present **RUBRIC FOR BRAINSTORM & PRESENTATION TO AN AUDIENCE** **10 Marks**

Part 3: DESIGNING THE FUTURE

5. Evaluate & Prototype **RUBRIC TO ASSESS PRESENTATION OF THE PROTOTYPE** **10 Marks**



Order

Order and categorise your existing knowledge. Learners will use their prior and new knowledge **TO CREATE A SURVEY FORM TO HELP THEM COLLECT INFORMATION** in a systematic way that will help them find out where the most water is used in their home.

GRADE 5 RUBRIC TO ASSESS AN INFORMATION COLLECTION SURVEY				
	EXCELLENT	GOOD	MODERATE	REQUIRES SUPPORT
	4	3	2	1
CRITERIA	DESCRIPTORS			
Format of the Survey <i>(Create a survey form)</i>	Learners understand the difference between a Survey and a Questionnaire. Predefined answers are provided and their formats are appropriate to the question.	Most of the Learners understand the difference between a Survey and a Questionnaire. Predefined answers are provided but their formats are not always easy to understand.	A few Learners understand the difference between a Survey and a Questionnaire. Predefined answers are provided but they can be confusing.	Learners do not understand The difference between a Survey and a Questionnaire. There is no evidence of any predefined answers.
Survey Questions <i>(Using question frames like: How do you ...?)</i>	Questions are well phrased and fully applies acceptable grammar conventions. Use of a great variety of open & close-ended and Multiple-choice Questions	Questions are generally well phrased and mostly applies acceptable grammar conventions. There is a limited variety of open and closed ended questions.	Questions are fair and applies minimal grammar conventions. Some choices provided for open-ended questions are incorrect.	Questions are too long or too short and do not apply acceptable grammar conventions. Learners require iteration to develop suitable MC Questions..
Target Audience <i>(Interview at least one person at home)</i>	Survey target audience is clearly defined.	Survey target audience is defined.	Survey target audience is not clearly defined.	Not clear who the Survey Target audience is..
Goal of the Survey is achieved <i>(Find out where the most water is used in their home.)</i>	Goal of the survey is identified, and the topic is clear. Accurate interpretation of the findings to extract relevant information.	Goal of the survey is identified. Interpretation of the findings are used to extract relevant information.	Goal and topic of the survey is not very clear. Interpretation of the findings does not extract relevant information.	Goal of the survey is vague and there is no topic. Findings are not used to extract relevant information.
Analysis of findings <i>(Collect information in a systematic way)</i>	Collects a great deal of information--all relates to the topic. A short report is well written and has a logical flow.	Collects some basic information--most relates to the topic. A report is well written but there is no logical flow.	Collects very little information--some relates to the topic. The report provides limited information.	Does not collect any information that relates to the topic. Learners were unable to compile a short report to show their findings.
COMMENTS / FEEDBACK				MARKS 20÷2=(10)



Apply

Apply your knowledge to your context (driving question). In groups, Learners collaborate and share their findings from the survey. They will use this information to answer the guiding question, "Where does our water go?"

GRADE 5 RUBRIC TO ASSESS THE PRESENTATION OF THE SURVEY FINDINGS

CRITERIA	DESCRIPTORS			
	EXCELLENT	GOOD	MODERATE	REQUIRES SUPPORT
MARKS	4	3	2	1
INTRODUCTION AND PURPOSE FOR SURVEY <i>("Where does our water go?")</i>	Excellent introduction and full understanding of the goal of the Survey. Worksheet 4: 'Where does our water go' has been completed in full.	Good introduction and good understanding of the goal of the Survey. Worksheet 4: 'Where does our water go' has been completed.	Fair introduction and understanding of the goal of the Survey. Worksheet 4: 'Where does our water go' has been completed halfway.	Weak introduction and no understanding of goal of the Survey. Worksheet 4: 'Where does our water go' has not been completed.
ORAL PRESENTATION <i>(Share their findings from the survey)</i>	Speaks lively with enthusiasm. Varies tone of voice and volume. Holds the attention of the audience.	Speaks with subdued enthusiasm. Tone of voice lacks certain variation. Holds the attention of the audience.	Speaks softly without variation to the voice. There are small moments of hesitation. Audience is distracted. Speaker uses notes to guide the presentation.	Speaks in a low, slow variance. Voice is monotonous. Audience is disengaged. Forgets important information and has to read using notes extensively.
KNOWLEDGE AND UNDERSTANDING OF THE TOPIC <i>(appropriate language usage and relevant vocabulary)</i>	Outstanding knowledge and understanding of the topic. Impressive language usage and excellent vocabulary.	Appropriate knowledge and understanding of the topic. Good language usage and relevant vocabulary.	Limited knowledge and understanding of the topic. Adequate language usage and vocabulary.	Little knowledge and understanding of the topic. Lower-level language usage and vocabulary.
PRESENTATION FORMAT <i>(Have some fun!)</i>	Learners creatively present their thoroughly analysed answers/findings by using any one of the following three formats: <ul style="list-style-type: none"> ▪ a public service announcement, ▪ a television news report ▪ or a community radio interview. Uses a range of props to add authenticity to the presentation format chosen.	Learners present their answers/findings by using any one of the following three formats: <ul style="list-style-type: none"> ▪ a public service announcement, ▪ a television news report ▪ or a community radio interview. Uses small props to add authenticity to the presentation format chosen.	Learners present minimal answers/findings by using any one of the following three formats: <ul style="list-style-type: none"> ▪ a public service announcement, ▪ a television news report ▪ or a community radio interview. Uses no props during the presentation.	Learners present their answers/findings without using any one of the following three formats: <ul style="list-style-type: none"> ▪ a public service announcement, ▪ a television news report ▪ or a community radio interview. The presentation does not display any creativity.
COMMENTS / FEEDBACK				Total (20÷2= (10))

Part 2: EMBRACING THE CHALLENGES. **DRIVING QUESTION: HOW CAN WE IMPROVE WATER AWARENESS IN OUR SCHOOL?**

Define



Ask lots of questions to help you define your problem. LEARNERS **DISCUSS AND DEFINE WHAT THEY WANT TO RESEARCH** about **WATER AWARENESS AND CONSERVATION IN THE SCHOOL**. Each group will come up with something different which is exactly what should happen in PBL.

Explore



Consider different points of view to help you understand more. Learners will now do the **RESEARCH AND COLLECT INFORMATION** using the tools they chose. **They ANALYSE THE INFORMATION AND DO A QUICK FEEDBACK OF THEIR FINDINGS.**

GRADE 5 RUBRIC TO ASSESS PLANNING DISCUSSION AND RESEARCH

CRITERIA	DESCRIPTORS			
	EXCELLENT	GOOD	MODERATE	REQUIRES SUPPORT
MARKS	4	3	2	1
CONTENT PLANNING <i>(What they want to research)</i>	Highly organised plan indicating deep understanding of information required to address the issue.	Plan clearly presented and connects to the theme, but some key steps may have been omitted.	Plan satisfactory but lacking in detail to reflect deep thinking of the steps required to conduct the investigation.	Plan not evident or is inadequate. Shows little understanding of data required to conduct the investigation.
ANALYSIS OF INFORMATION	The analysis of information shows significant evidence of originality and inventiveness. Most of the content and is original and inventive.	The information analysed shows some evidence of originality and inventiveness.	The information analysis is an extensive collection of disjointed thoughts. There is little evidence of new ideas or creativity.	The information is minimal. There is no evidence of new creative thinking.
FEEDBACK OF FINDINGS	Explanation is detailed and clear. Conclusion is based on the evidence collected.	Explanation is clear. Conclusion satisfactory.	Explanation and conclusion is a little difficult to understand but includes important components.	Explanation and conclusion is difficult to understand and is missing several important components.
TEAMWORK & COLLABORATION	Group members collaborate well together. Members listen and respect the opinions of others. All the members contributed to all the activities during the planning discussion and research process. Great teamwork evident.	Most group members collaborate well together. Members listened to the opinions of others. Most members contributed to the activities during the planning discussion and research process. Teamwork evident.	Some of the members collaborate well together. Not all members listen and respect the opinions of others. Not all the members contributed to the activities during the planning discussion and research process. Occasional teamwork evident.	Group members do not collaborate well together. Members disregarded the opinions of other members in the group. Only a few group members contributed to the activities during the planning discussion and research process. Team disjointed and struggle to work well together.
CITING SOURCES	All sources are clearly cited.	Most sources are cited.	A few sources are clearly cited.	No sources are cited at all.
COMMENTS / FEEDBACK				Total (20÷2= (10))



Brainstorm

Brainstorm as many solutions to your problem as possible. Based on their research, each group has to **BRAINSTORM A PLAN TO IMPROVE WATER AWARENESS IN THE SCHOOL.**

In this step, explain the following project options to the class (details are in the resource pack).

Project Options

- Create a **board game** (see resource pack for ideas)
- **Host a team quiz** like the one the class played in the Inquiry phase.
- **Present a water song and dance**



Present

PRESENT THE POINT OF VIEW AND OPTIONS TO AN AUDIENCE. Groups will present the possible project plans to the class for comment.

Each group needs to present their possible plans for their projects for comments from the class. Refer Learners to **Worksheet 4: Peer review** to guide their comments and feedback

GRADE 5 RUBRIC FOR BRAINSTORM & PRESENTATION TO AN AUDIENCE

DESCRIPTORS				
CRITERIA	EXCELLENT	GOOD	MODERATE	REQUIRES SUPPORT
	4	3	2	1
Brainstorming <i>(As many solutions)</i>	Group devoted some time and effort to the brainstorming process. Ideas brainstormed are plausible and most likely to be effective in practise. Learners discuss a wide range of very interesting, creative ideas.	Group devoted adequate time and effort to the brainstorming process. Ideas brainstormed are believable and some of them may work in practise. There is a variety of ideas evident in the brainstorm process..	Group devoted minimal time and effort to the brainstorming process. Some of the ideas brainstormed lack depth and one or two could work in practise. There is almost no variety of ideas evident during the brainstorming process.	Group devoted very little time and no effort to the brainstorming process. Most ideas brainstormed were ineffective and most likely to fail in practise. Ideas discussed are mundane and not well thought through.
Use of Thinking Maps to support brainstorming	Group uses thinking maps strategies to check and self-correct information that is incorrect. Group creatively tests the feasibility of their proposed designs.	Group uses thinking maps strategies to check information but do not self-correct. Group tests the possibility of their proposed designs being successful.	Group not sure how to use the thinking maps strategies to check and self-correct information. Group fails to test the feasibility of their proposed designs.	Group does not even refer to thinking maps strategies to check and self-correct information that is incorrect. Group disregards feedback and do not attempt to test the feasibility of their designs.
Format of Project options <i>(MADD Space: Board Game, Team Quiz, Water song & dance)</i>	Use of a wide variety of resources to create an interesting Project. Format of the planned project is very neat and creatively compiled. Group incorporated a MADD Space to prompt feedback from their family or peers.	Use of a few resources to create an interesting Project. Format of the planned project is good. Group incorporated a MADD Space to prompt feedback from their family or peers.	Use of one or two resources to create the Project. Format of the planned project is fair. Group incorporated a MADD Space to prompt feedback, but only from members within their group.	No use of a variety of resources to create the Project. Format of the planned project is haphazard. Group did not make use of a MADD Space to prompt feedback from others.
Purpose of the Project: <i>(To improve water awareness)</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.
Project <i>(Each group to present possible plans)</i>	Learners have applied constructive feedback to improve their Project. There is a clear connection between the brainstorming process and the Project. The project illustrates a detailed flow and depth of interesting ideas.	Learners have applied some of the feedback to make a few changes to the Project. There is a connection between the brainstorming process and the Project. The Project illustrates a flow and depth of good ideas.	Learners have applied feedback from members within their group – minimal changes to improve are evident. There is a link between the brainstorming process and the Project. Minimal iteration is required.	Learners have not applied constructive feedback to improve their Project. There is no connection between the brainstorming process and the Project. Extensive iteration is required.
COMMENTS / FEEDBACK				MARKS 20÷2=(10)

PART 3: DESIGN THE FUTURE

Evaluate



Evaluate and select your best solution. Based on the feedback from the Present step, **LEARNERS MAKE A FINAL DECISION ON THEIR PROJECT.**

Each group needs to evaluate the feedback they received through the peer review. Using this advice, they can improve on their projects and decide on a final plan.

Prototype



Make the prototype of **your** best solution. **BUILD OR MAKE THE PROTOTYPE BASED ON THE DESIGN**

To begin this step, give Learners the assessment rubric. Knowing exactly what is required of them will help guide their planning. **LEARNERS COLLABORATE** to create their prototype. This is likely to be **SKETCHES, LYRICS, MOCK-UP MODELS,** etc. They need to keep the assessment criteria in mind and check that all outcomes are included in their project.

GRADE 5 RUBRIC TO ASSESS PRESENTATION OF THE PROTOTYPE					
CRITERIA	DESCRIPTORS				
	5	4	3	2	1
IMPORTANCE OF WATER	Learners can coherently provide a number of reasons why water is important. Learners can explain confidently the different methods of saving water. Learners can list a number of creative ways to protect the quality of water	Learners can coherently provide a 2-3 reasons why water is important. Learners can explain confidently 3 different methods of saving water. Learners can list 2-3 creative ways to protect the quality of water	Learners can provide at most 2 reasons why water is important. Learners can explain 2 different methods to save water. Learners can list at most 2 ways to protect the quality of water	Learners can provide 1 reason why water is important. Learners can explain 1 method to save water. Learners can identify 1 way to protect the quality of water. Minimal iteration is required.	Learners can provide no reasons why water is important. Learners are unable to explain different methods of saving water. Learners unable to provide a creative way to protect the quality of water. Extensive iteration is required.
OBJECTIVE ACHIEVED	Excellent project delivered. Information presented clearly and logically. Learners demonstrate a deep understanding regarding the value of saving water.	Very good project delivered. Information presented logically. Learners demonstrate an understanding regarding the value of saving water.	Good project delivered. Information presented clearly. Learners demonstrate an understanding regarding the value of saving water.	A fair delivery of the project. Information presented at times disconnected. Learners demonstrate some understanding regarding the value of saving water.	Not a very good project delivered. Information presented haphazardly. Learners demonstrate almost no understanding regarding the value of saving water.
COLLABORATION	Learners collaborate in full and demonstrate well-developed social skills such as respectful listening, turn taking etc.	Learners collaborate well and sometimes need reminders not to dominate peers.	Learners collaborate but require frequent guidance to engage appropriately with peers.	Learners attempt to collaborate but struggle to function in a group. Individuals in the group tend to withdraw and not participate.	Learners struggle to collaborate successfully. This hampers progress and achieving objectives.
REFLECTION	Learners can fully reflect on learning and construct a plan of how to improve on the parts that need more clarity. Learners enjoyed the learning experience and had great fun!	Learners can fully reflect on learning and identify what was understood and what needs more clarity. Learners enjoyed the learning experience.	Learners can reflect on what was understood but require scaffolding to identify areas that still pose a challenge. The learning experience was fulfilling.	Learners can recall lesson content but cannot respond to the question, "What did you learn and what was hard to understand?" Learners were at times anxious about the learning experience.	Learners are unable to reflect on learning Struggle to remember content from lessons Learners found the learning experience unfulfilling.
COMMENTS / FEEDBACK:					MARKS 20÷2=(10)