

Treat “soft” skills as “hard” skills. Writing an essay or solving a math problem is traditionally regarded as a hard skill, while communicating your beliefs in an interview or listening to someone who disagrees with you is a soft skill. The reverse is actually true: Communication and collaboration are the most difficult skills—and need to be taught and practiced relentlessly. Also, judge these soft skills by hard standards. Use rubrics and include the assessments in your grade book.

Markham, T. (2012). Project based learning: Design and coaching guide—expert tools for innovation and inquiry for k–12 educators. San Rafael, California: Heart IQ Press.

How is our Project Assessed?



The project accounts for 10% of your Route Four marks. Each member of the team will receive an individual grade but you should remember that this is a team project.

Your PBL grade will be dependent upon the skills, attitudes and effort you bring to your team's work on the project.

The PBL grade is divided into two parts:

Contributing to the Team - 70%

Posters and Presentation - 30%

Contribution to the Team involves:

- Work Ethic & Organisation
- The Quality of Work
- Contribution to the Team Progress Tutorial
- Quality of Reflection

Work Ethic and Organisation

- Being prepared for lessons.
- Holding and documenting your weekly planning meetings.
- Meeting the phase deadlines.
- Using your online platform to store, share and display your work.
- Recording your discussion.
- Attending the Team Progress Tutorial.



This component does not have a rubric. Learners get a grade based on the completion of these elements. They are recorded weekly in a tracking document the teacher keeps and can also be calculated with an accompanying Excel Spreadsheet.

The Quality of Work

This component is about the quality of work and the effort you put into producing high quality work throughout the **whole project**.

The key criteria are:

- Contribution to the success of your team's project.
- Producing work of a personally high standard.
- Learning from external feedback and personal feedback. Using reflection to improve the standard of your work.

QUALITY OF WORK RUBRIC



Quality of Work

The scoring is based on your overall judgment of the quality of the individual learners work. The rubric provided can be used as guide to help you identify an initial score. (If you decided to use the rubric for this purpose please note that not all of the points in each descriptor need to be met in order to make an initial score).The final score you give will be refined as you reflect on the discussion taking other criteria and contextual factors into account.

Breakthrough	The participant exceeds rubric expectations
A	The participant is continually contributing to the success of the project. The participant continually challenges himself to produce work of a personally high standard. The participant learns from feedback and personal reflection & observation to continually improve the standard of their work throughout the project.
A-	Elements of both A & B
B	The participant is frequently committed to the success of the project. The participant frequently challenges herself to produce work of a personally high standard. The participant frequently learns from feedback and personal reflection & observation to improve the standard of their work throughout the project.
B-	Elements of both B & C
C	The participant is somewhat committed to the success of the project. The participant sometimes challenges himself to produce work of a personally high standard. The participant sometimes learns from feedback and personal reflection & observation to improve the standard of their work throughout the project.
C-	Elements of both C & D
D	The participant is partially committed to the success of the project. The participant rarely challenges himself to produce work of a personally high standard. The participant rarely learns from feedback and personal reflection & observation to improve the standard of their work throughout the project.
E	Very little work.
F	No or virtually no work.

Adapted from resources at www.thommarkham.com/index.php/pbl-tools

Contribution to the Team Progress Tutorial

The key criteria are:

- Being prepared for the Team Progress Tutorial.
- Listening in order to make relevant contributions.
- Making meaningful and relevant contributions.
- Helping to manage the discussion.

CONTRIBUTION TO TEAM PROGRESS TUTORIAL RUBRIC



This criteria is applied to the learner's contribution to and in the end of Team Progress Tutorials.

Contribution to the Team Progress Tutorial & Reflection – Rubric

The scoring is based on your impressions of the discussion. The rubric provided can be used as guide to help you identify an initial score. (If you decided to use the rubric for this purpose please note that not all of the points in each descriptor need to be met in order to make an initial score). The final score you give will be refined as you reflect on the discussion taking other criteria and contextual factors into account.

The grade you give is based on performance by the end of the project (phase 4).

It is important to provide formative feedback to participants (not a grade) helping them to improve their future performance. The rubric can also be used as the basis for providing this feedback.

Breakth rough	The student exceeds rubric expectations and demonstrates unusual insights, novel solutions, or similar evidence of 'out of the box' thinking and application.
A	The participant was fully prepared. She consistently listened carefully and respectfully. She consistently contributed meaningfully based on the topic and context. She consistently helped to manage the discussion.
A-	Elements of both A & B
B	The participant was almost fully prepared. He regularly listened carefully and respectfully. He regularly contributed meaningfully based on the topic and context. She regularly helped to manage the discussion.
B-	Elements of both B & C
C	The participant was somewhat prepared. She listened somewhat carefully and respectfully. He contributed somewhat meaningfully based on the topic and context. She somewhat helped to help to manage the discussion.
C-	Elements of both C & D
D	The participant was unprepared . He rarely listened carefully and respectfully. He seldom contributed meaningfully based on the topic and context. She minimally helped to manage the discussion.
E	The participant was completely unprepared . She did not listen carefully and respectfully. He did not contribute meaningfully based on the topic and context. She did not help to help to manage the discussion. The participant was disruptive or detracted from the quality of the tutorial meeting.
F	The student did not attend the meeting.

Adapted from resources at www.thommarkham.com/index.php/pbl-tools

Quality of Reflection

The key criteria are:

- Describing what you did during the phase and how you did it.
- Describing skills, knowledge and attitudes you developed or learned during the phase.
- Describing how these skills, knowledge and attitudes may be of use in the future.

QUALITY OF REFLECTION



This criteria is applied to the learner's ability to reflect on their learning and development during each phase. This applies to group and individual reflection.

Participant Reflection

The scoring is based on your overall judgment of the quality of the participant’s reflection. The rubric provided can be used as guide to help you identify an initial score. (If you decided to use the rubric for this purpose please note that not all of the points in each descriptor need to be met in order to make an initial score).The final score you give will be refined as you reflect on the learners written reflection and the group tutorial taking other criteria and contextual factors into account.

Breakthrough	Critical Reflection: The participant transforms their perspective learning or a premise she had previously believed. She is able to identify previous belief(s) or premises she had held and that have been changed as a result of learning.
A	Reflection: The participant describes the phase both in terms of what happened and also how it happened as well as providing a rationale. He is able to relate the events and learning of the phase to his own life and learning practice. His responses to the prompts provide examples and insights beyond the basic prompt.
A-	Elements of both A & B
B	Understanding: The participant describes the phase both in terms of what happened but also how it happened. Response to the prompts are related to immediate concepts and learning. She responds to the prompts with basic , factual answers.
B-	Elements of both B & C
C	Habitual: The participant describes the content of the phase at a surface level possibly describing what happened. The responses to the prompts may be brief, repetitive or ‘cut and paste’ from the phase. Responses may be copied from or similar to other participant’s responses.
C-	Elements of both B & C
D	Little: The candidate makes little attempt to reflect.
E	Very little reflection.
F	No reflection

Adapted from: Kember, D. K. McKay, J. S, and F. K. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education* 33 (4),369-379.