Grades and assessment place relentless focus on learning and mastering information. But *all* research demonstrates that successful people share a set of attributes that carry more weight in life than academic achievement, gender, ethnicity, socioeconomic status, and IQ. As you evaluate students, always look for—and reward—growth in the following areas:

• **Self-awareness.** Are your students beginning to recognize their strengths, challenges, special talents, and passions?

• **Proactivity.** Are your students actively engaged in the world and beginning to see that they have control over their performance and responsibility for their outcomes?

• **Perseverance.** Do your students demonstrate ability to persist despite adversity or setbacks?

Progress over time. Do students show significant growth in their ability, attitude, or engagement?

• **Goal setting.** Can your students set up a plan and a step-by-step process for success?

• **Use of effective support systems.** Do your students seek out help from you or their peers?

• **Emotional coping strategies.** Do your students show that they can reduce or cope with stress and frustration, and do they keep a positive attitude despite setbacks (P. 28/29)

Of course, PBL assessments must be turned into a letter grade or points at the end of a project. In that sense, PBL is no different from traditional forms of instruction. You will issue students a final grade on the project or give them several grades on different aspects of the project. But the PBL process takes place over multiple weeks and allows you numerous opportunities to assess a student's progress and give feedback. This ongoing assessment fits perfectly with best practices in assessment. The goal is to help all students get better, regardless of the point at which they begin.

For tests and quizzes, this grading is straightforward. But to give students appropriate feedback on skills and the process of inquiry, you will need to make adjustments.

• **Align your grade book with PBL.** Standardized grade books may not permit grading for skills and personal strengths. If your grade book is not a flexible tool, you will need to create your own mechanisms for recording skills, growth over time, and other assessable pieces of a PBL project.

• **Weight grades.** Distribute grading throughout a project rather than recording one grade at the end. This apportionment gives students an opportunity to perform in several areas as well as to demonstrate their learning through the process of the project.

• **Use rubrics with a point scale.** Rubric language can be directly translated into a point scale by designing rubrics that link points to each column of performance. Even more, the points can be distributed *within* a column to give you a fine-grained tool for feedback and assessment.   (p.43)

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%

Posters and presentation includes:

- Presentation to Route Three* Students
- The Poster
- Poster Presentation at the SL Conference

*Currently Route Four learners participate in PBL. Route Three is the level preceding Route Four

Poster Presentation at the SL Conference

The key criteria are:

- Being prepared for the conference.
- Being welcoming and seeking an audience.
- Clearly and confidently describing your research findings in English.
- Ability to answer questions from the audience.

'AT THE CONFERENCE' RUBRIC

Poster Presentation at the SL Conference

Breakthrough A+	The performance at the conference exceeds rubric expectations.
A	The participant is fully prepared for the conference. Participants are welcoming and seek an audience. Participants can clearly & confidently describe their research findings, in English, with the help of the poster. Participants are able to answer questions from the audience.
A-	Elements of both A & B
B	The participant is reasonably prepared for the conference. Participants are welcoming. Participants can clearly describe their research findings, in English, with the help of the poster. Participants are able to answer most questions from the audience.
B-	Elements of both B & C
C	The participant is adequately prepared for the conference. Participants can adequately describe their research findings, in English, with the help of the poster. Participants are able to answer some questions from the audience.
C-	Elements of both C & D
D	The participant is unprepared for the conference. Participants appear unwelcoming to the audience. Participants cannot adequately describe their research findings, in English, with the help of the poster. Participants are unable to answer most questions from the audience.
E	The participant attended but with minimal contribution or was disruptive.
F	The participant did not attend the SL conference.

Presentation to Route Three Students.

The key criteria are:

- Teamwork
- Organisation
- Style & Delivery
- Answering the research question & synthesising information

PRESENTATION TO ROUTE THREE RUBRIC

Presentation to Route Three Learners

	Answering the question & Synthesis	Teamwork	Organisation	Style / delivery
A+	The presentation exceeds rubric expectations.			
A	The presentation clearly addressed the research question. It displayed a depth of knowledge about the subject and a balanced synthesis of research sources.	The team works together with fluency, fairness and unity. Each member speaks/contributes. A high level of preparation is evident.	The main points are clearly stated and expanded or explained. The presentation is logical and smoothly organised with no further work needed in this area.	The presentation is well-delivered. Good clarity of speech, eye contact and body language. Delivered without reading notes. English was used effectively throughout the presentation.
A-	Elements of both A & B			
B	The presentation mostly addressed the research question. It displayed considerable knowledge about the subject and a reasonable synthesis of research sources	The team works together. Each member speaks/contributes. Preparation is evident.	The main points are clearly stated. The presentation is logical and smoothly organised.	The presentation is fairly well-delivered. Appropriate clarity of speech, eye contact and body language. Delivered with some reference to notes. English was used somewhat effectively throughout the presentation
B-	Elements of both B & C			
C	The presentation somewhat addressed the research question. It displayed adequate knowledge about the subject and adequate synthesis of research sources.	The team does not work together well leading to moments of confusion or disorganisation during the presentation. Not all members speaks/contribute equally. The preparation is not enough.	The main points are **not** all clearly stated – the audience must infer them. The audience can follow the presentation but it contains gaps	The presentation is adequately delivered. Clarity of speech, eye contact and body language may detract from the presentation. Delivered with reliance on notes. English was used adequately throughout the presentation.

C-	Elements of both C & D			
D	The presentation did not address the research question. It displayed little knowledge of the subject and synthesis of research sources.	The group is unprepared to work as a team. Little preparation was done for the presentation and the information that is presented lacks many elements of what is expected.	The presentation is disorganised and /or disconnected. The main points are unclear.	The presentation is poorly delivered. It lacked clarity of speech, eye contact and body language. Delivered / read from notes. The level and/or amount of English made the presentation difficult to follow.
E	The participant made a minimal contribution to the presentation. The participant was disruptive during their own team's presentation or other team's presentation.			
F	The student did not participate in the presentation.			

Parts of the rubric adapted from: http://www.rcampus.com/rubricshowc.cfm?code=E6254A&sp=true

The Poster

This is an assessment on the final version of your poster. After you have presentation to Route Three you will have feedback from the Route Three audience, from your teacher and most importantly yourselves to improve the poster.

The key criteria are:

- Organisiation and clarity.
- Content.
- Use of English.
- Overall effectiveness.

POSTER RUBRIC

	Overall effectiveness	Use of English	Content	Organisation & Clarity
A+	The poster exceeds rubric expectations.			
A	It is visually appealing, well laid out and clear to read (font and size). Good use of visuals and graphics that contribute to the understanding of the topic. Includes accurate APA references.	Almost complete accuracy using a wide range of target grammar and vocabulary. Minor errors never obscure meaning. Language is almost completely appropriate, impersonal and objective. Hedging is used very effectively where necessary.	The content is well presented, knowledgeable and interesting. The poster increases the audience's understanding of the topic.	The poster is well created with a logical connection of information. The main points are clearly stated and explained fully.
A-	Elements of both A & B			
B	It is visually appealing, reasonably well laid out and readable. The visuals and graphics mostly contribute to the understanding of the topic. Includes reasonably accurate APA references	A good level of accuracy using a good range of target grammar and vocabulary. Minor errors rarely obscure meaning. Language is mostly appropriate, impersonal and objective. Hedging is used effectively where necessary.	The content is presented in a knowledgeable and interesting way. The information is relevant but some additional information may be needed to fully understand the topic	The poster is created with a logical connection of information. The main points are clearly stated.
B-	Elements of both B & C			
C	The visual appeal is adequate. It is adequately laid out but may not be easily readable. The visuals and graphics may relate to the topic but	A sufficient degree of accuracy using a sufficient range of target grammar and vocabulary. Errors may occasionally obscure	The content is presented in an interesting way. The information relates to the topic but is too general or	The reader can follow the connection of information but there are some gaps and omissions.

PBL Assessment — Poster   *Participant Three*

	do not greatly contribute to the understanding of the topic. References may be missing or inaccurate.	meaning. Language is generally appropriate, impersonal and objective. Hedging is used sufficiently where necessary.	incomplete. The audience needs more information to understand the topic.	
C-	Elements of both C & D			
D	The poster is not very visually appealing or laid out. It is not easily readable. Visuals and graphics do not contribute to the poster or understanding of the topic. References are not included.	A limited degree of accuracy using a limited range of target grammar and vocabulary. Errors may sometimes obscure meaning. Language is inappropriate, impersonal and objective to some degree. Hedging is occasionally used.	The content is inconsistent and lacks key information. The information on the poster does not help the audience to understand the topic.	The topics are disconnected. The main points are unclear.
E	**The poster has been created but does not meet much of the criteria for D**			
F	The poster has not been created			

Parts of the rubric adapted from: https://www.eoas.ubc.ca/courses/eosc449/poster_rubric.pdf, http://www.cornellcollege.edu/library/faculty/focusing-on-assignments/tools-for-assessment/poster-presentation-rubric.shtml