

TEACHER'S PROJECT GUIDE

ASSESSING PROJECTS.

1. TEACHER'S ROLE.

In project based learning and assessment, the teacher is expected to:

- Make observations.
- Hold conversations.
- Provide guidance and support the learner.
- Keep records.
- Receive a product and report.

Formative assessment

This is continuous throughout the project lifetime.

NB; Use generic skills which fit the project i.e.

- Critical thinking and problem solving.
- Creativity and innovation.
- Communication.
- Cooperation and learning.
- Calculation and ICT.

2. AWARDING SCORES IN A PROJECT.

- Scores for each parameter will be determined by the teacher. The total score for the project will be scaled to 10%. This will be added to the score from the activities of Integration to account for the 20% score of the end of cycle summative assessment.
- A learner who has not been assessed at school level does not qualify to be assessed at the end of cycle National Examinations.
- A learner will have a maximum of two projects every term provided that by the time the learners sit for final UNEB examinations, a project in each of the subject registered for has been completed and submitted for assessment.

3. CHECKLIST USED IN ASSESSING PROJECTS.

The check list below is used to assess a project;-

Phase		Indicators	Max score
1	Identification, planning/design.	Title.	2
		Alignment to the theme.	
		Justification of the project.	
		Methodology.	
		Identification of resources(materials and tools)	
Score ;			X/2
2	Project implementation.	Organisation/sketching/drafting.	3
		Steps/procedures.	
		Use of resources (materials and tools).	
		Generic skills and values applicable to the project i.e. communication, creativity and innovation, critical thinking and problem solving, ICT proficiency, honesty, integrity, social harmony, national unity etc.	
Score ;			X/3
3	Product	Originality.	3
		Creativity and innovation.	
		Accuracy.	
Score ;			X/3
4	Project report	Relevance.	2
		Accuracy.	
		Coherence.	
Score ;			X/2
Total		/10

NB: The table above will appear on the front page of the learner's project report for marks awarding.

4. ASPECTS TO BE EXAMINED AND SCORING BASED ON PHASES.

PHASE	No	ASPECT TO BE EXAMINED	ALLOCATED MARKS.
PLANNING	1	Title	2
	2	Alignment to theme	
	3	Justification of the project	
	4	Methodology	
	5	Identification of materials and budget making	
IMPLEMENTATION	6	Organization. (was the project work organized?)	3
	7	Use of resources (how were the resources utilized?)	
	8	Expression of Critical thinking and problem-solving skills	
	9	Expression of Creativity and innovation skills	
	10	Expression of Communication skills	
	11	Expression of Co-operation and learning skills	
	12	Expression of Calculation and ICT skills	
	13	Demonstration of Values in the project work.	
PRODUCT	14	Originality of the product.	3
	15	Creativity of making the product	
	16	Innovation of the project	
	17	Accuracy / precision of the product.	
	18	Testing of the product	
	19	Effectiveness and efficiency of the learner's product in solving the problem identified by the learner	
REPORT	20	Relevance of the report content	2
	21	Accuracy of the report's content	
	22	Coherence of the reports content	
	23	Relevance of the report's format	
	24	Accuracy of the report's format	
	25	Coherence of the report's format	
	26	Excellence of the whole report	
Overall total marks			10

A. PHASE 1 AND 2.

No	ASPECT TO BE MARKED		ALLOCATED MARKS.
PHASE 1: PLANNING.			
A	1	TITLE Did the learner write an appropriate project TITLE after identifying a community a problem?	2
B	2	ALIGNMENT TO THEME Was the learner's problem aligned to any theme in the subject?	
C	3	JUSTIFICATION OF THE PROJECT Did the learner write the objectives and benefits of their project?	
D	4	METHODOLOGY Did the learner State an appropriate TANGIBLE PRODUCT to make.	
	5	Did the learner explain how his/her product will work?	
	6	Did the learner think to draw or describe a plan /design of their product?	
	7	Did the learner use Google/internet, book or skilled people, to research on how his product is made?	
	8	Did the learner explain in details the step by step procedures of making his or her product?	
	9	Did the learner explain how he/she will experiment to test the effectiveness of their product? Were challenges and solutions predicted?	
	10	Did the learner make a simple project work plan / schedule to follow?	
E	11	IDENTIFICATION OF MATERIALS Did the learner identify materials to use and made a budget for the project materials?	
Total marks (for phase 1)			2

PHASE 1: PROBLEM IDENTIFICATION, PROJECT PLANNING AND DESIGN ACTION.	SCORE
If the learner's answer is correct and exhausts all point(s) / content required. OR when point(s) given is/ are more than half of content required.	2 marks
If the learner's answer is correct but does not exhaust all point(s) or when point(s) given is/are below half of the point(s) needed by the question.	1 mark
If the learner's answer is wrong. OR when a learner did not completely answer the question	0 mark

No	ASPECT TO BE MARKED	ALLOCATED MARKS.
PHASE 2: IMPLEMENTATION		3
F	12 ORGANIZATION. Was the learner's project work organized?	
G	13 USE OF RESOURCES Did the learner utilize the resources properly?	
H	GENERIC SKILLS	
	CRITICAL THINKING AND PROBLEM-SOLVING	
	14 Was the learner able to Plan and carry out investigations?	
	15 Was the learner able to Sort and analyze information?	
	16 Was the learner able to Identify problems and ways forward?	
	17 Was the learner able to predict outcomes and make reasoned decisions?	
	18 Was the learner able to Evaluate different solutions?	
	CREATIVITY AND INNOVATION	
	19 Was the learner able to Use imaginations to explore possibilities?	
	20 Was the learner able to Work with others to generate ideas?	
	21 Was the learner able to Suggest and develop new solutions?	
	22 Was the learner able to try out innovative alternatives?	
	23 Was the learner able to Look for patterns and make generalizations?	

	COMMUNICATION	
	24	Was the learner able to Listen attentively and with comprehension?
	25	Was the learner able to Talk confidently and explain things clearly?
	26	Was the learner able to read accurately and fluently to others?
	27	Was the learner able to Write and present coherently?
	28	Did the learner use a range of media to communicate idea?
	CO-OPERATION AND LEARNING	
	29	Was the learner able to Work effectively in diverse teams?
	30	Was the learner able to Interact effectively with others?
	31	Was the learner able to Take responsibility for own learning?
	32	Was the learner able to Work independently with persistence?
	33	Was the learner able to Manage goals and time?
	CALCULATION AND ICT	
	34	Was the learner able to use numbers and measurements accurately?
	35	Was the learner able to Interpret and interrogate mathematical data?
	36	Was the learner able to use mathematics to justify and support decisions?
	37	Was technology used to create, manipulate and process information?
	38	Was technology used to collaborate, communicate and refine their work?
I	VALUES	
	39	Was the learner able to illustrate Peace and harmony in his/her project?
	40	Was the learner able to express Integrity and honesty?
	41	Was the learner able to exhibit Patriotism in his/her project?
	42	Was the learner able to show a positive attitude towards work?
	43	Was the learner able to respect human rights?
	44	Was the learner able to demonstrate Self-Control in the project?
Total marks for phase - 2		3 marks

PHASE 2: PROJECT IMPLEMENTATION ACTION.	SCORE
If the learner's project work met all the desired generic skills or values expected.	3 marks
If the learner's project work met some desired generic skills or values expected.	2 mark
If the learner's project work met few desired generic skills or values expected.	1 mark
If the learner's project work did not meet the desired generic skills or values expected.	0 mark

B. PHASE 3 AND 4.

No	ASPECT EXAMINED		ALLOCATED MARKS
PHASE 3: PRODUCT.			3
J	45	ORIGINALITY. Was the product honestly made by the learner him/herself? And is there any uniqueness in the product presented?	
K	46	CREATIVITY Did the learner use any imagination or original ideas to create the product presented, was there any inventiveness to make a new and valuable product?	
L	47	INNOVATION. Does the product show that there will be practical implementation of ideas that result in the introduction / improvement of new goods or services to solve man's problems?	
M	48	ACCURACY. Did the learner's product possess high precision in solving the problem he or she identified? Does the product possess the	

		quality or state of being correct or precise? Is there no fault in the product?	
N	49	TESTING Was the experiment designed to test the product prototypes authentic? Did the test yield proper results about the working of the product?	
O	50	EFFECTIVENESS AND EFFICIENCY OF THE PRODUCT. According to you as the teacher, did the product actually solve the problem that the learner stated in reality based of the experimental results after testing the product. If you compare the money, time and other resources invested in making the product, was there value for those resources? Was there effectiveness?	
Total marks for phase -3			3

PHASE 3; PRODUCT ACTION	SCORE
TEACHER'S FINAL JUDGMENT OF THE PRODUCT	
If the aspect examined in the learner's product is expressed excellently.	3 marks
If the aspect examined in the learner's product is good but not very excellent	2 marks
If the aspect examined in the learner's product is just quite good or to an average extent	1 marks
If the aspect examined in the learner's product is present but to a very small extent or is completely absent / lacking.	0 mark

No	ASPECT EXAMINED		
PHASE 4: PROJECT REPORT.			
BASIS OF EVALUATION	Criteria 1 RELEVANCE	Criteria 2 ACCURACY	Criteria 3 COHERENCE
REPORT CONTENT	SCORE 1		
	If ALL the content written in the student's report is connected, correct and suitable for solving the problem that the student identified. OR If half or three quarters of the content written in the student's report is connected, correct and suitable for solving the problem that the student identified. OR If less than half of the content written in the student's report is connected, correct and suitable for solving the problem that the student identified.	If ALL the report's content conforms to the facts and real truth known about the solutions, research literature and the student's product OR If half or three quarters of the report's content conforms to the facts and real truth known about the solutions, research literature and the student's product OR If less than half of the report's content conforms to the facts and real truth known about the solutions, research literature and the student's product	If ALL content presented in the report connect to each other smoothly, logically, in choice of words and in a way that give meaning to solving the student's problem and product OR If 12 or 34 of the ideas presented in the report connect to each other smoothly , logically , in choice of words and in a way that give meaning to the student's problem and product OR If less than half ideas presented in the report connect to each other smoothly , logically , in choice of words and in a way that give meaning to the student's problem and product
	SCORE 0		
	If all the content written in the student's report is NOT	If NONE of student's project report content	If NONE of the ideas presented in the

	connected, correct and not suitable for solving the problem that the student identified.	conforms to the facts and real truth known about the solutions, research literature and product he/she is suggesting to bring forth.	report connects to each other smoothly, logically, in choice of words and in a way that give meaning to the student's problem and product
FORMAT OF THE REPORT	SCORE 1		
	<p>If the following 5 or 6 aspects are present in the structure of a report.</p> <ol style="list-style-type: none"> 1. An INTRODUCTION that: <ul style="list-style-type: none"> - Introduces the writer's Problem statement, the product to be made and The project objectives, 2. A BODY that includes: - <ul style="list-style-type: none"> Procedure and materials for implementation. 3. A CONCLUSION that shows Testing the product's efficiency and effectiveness 4. ANALYSIS of the project work based on out puts. 5. Punctuated statements 6. Paragraphed work. 	<p>If what is written in the following 5 or 6 aspects are the real facts and truth known about what: -</p> <ol style="list-style-type: none"> 1. An INTRODUCTION, 2. A BODY, 3. CONCLUSION, 4. and a project ANALYSIS Should contain. 5. If proper Punctuations in the work are rightly used within statements of the report. 6. If paragraphs are correctly introduced with correct word spellings and grammar / phrasing of statements in the report. 	<p>If what is written in the following 5 or 6 components e.g.: -</p> <ol style="list-style-type: none"> 1. INTRODUCTION 2. Action plan and budget 3. Product making procedure 4. Product testing experiment 5. CONCLUSION 6. ANALYSIS in the report connect to each other smoothly, logically, in choice of words and in a way that is clearly understandable in line with a true report format order. <p>NB. Emphasis is on the flow and clarity of the 6 In the way they are supposed to be structured in a report.</p>

	SCORE 0		
	<p>If all of the following 5 or 6 aspects are NOT present in the structure of a report.</p> <p>1. An INTRODUCTION that:</p> <ul style="list-style-type: none"> - Introduces the writer the Problem statement the product to be made and The project objectives, <p>2. A BODY that includes: -</p> <ul style="list-style-type: none"> Procedure and materials for implementation. <p>3. A CONCLUSION that shows Testing the product's efficiency and effectiveness</p> <p>4. ANALYSIS of the project work based on out puts.</p> <p>5. Punctuated statements</p> <p>6. Paragraphed work.</p>	<p>If NONE is written in the following 5 or 6 aspects are NOT the real facts and truth known about what: -</p> <p>1. An INTRODUCTION,</p> <p>2. A BODY,</p> <p>3. CONCLUSION,</p> <p>4. and a project ANALYSIS</p> <p>Should contain.</p> <p>5. If proper Punctuations in the work are rightly used within statements of the report.</p> <p>6. If paragraphs are correctly introduced with correct word spellings and grammar / phrasing of statements in the report.</p>	<p>If NONE is written in the following 5 or 6 components e.g.: -</p> <p>1. INTRODUCTION</p> <p>2. Action plan and budget</p> <p>3. Product making procedure</p> <p>4. Product testing experiment</p> <p>5. CONCLUSION</p> <p>6. ANALYSIS in the report DO NOT connect to each other smoothly, logically, in choice of words and in a way that is clearly understandable in line with a true report format order.</p> <p>NB. Emphasis is on the flow and clarity of the 6 In the way they are supposed to be structured in a report.</p>
	<p>Criteria 4 : EXCELLENCE</p> <p>If there is an exceptional response unsolicited in the process of writing the report</p>		
	Total marks for phase 2		2