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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

الإمارات العربية المتحدة
وزارة التربية والتعليم

Project-Based Learning and Assessment (PBLA)

Exemplar - English

2025 -2026

Grade	05
Stream	General
Scenario Title	Green School Journeys
Scenario Statement	All around the world, schools are finding ways to make travel safer and reduce pollution from cars and buses. At our school, the roads outside are often crowded with traffic, which makes it unsafe for students and pollutes the air. How can our school community work together to protect the environment while also making school journeys safer and cleaner for everyone? Work with your team to create a 'Green School Journeys' Plan that makes travel safer and less polluting. Present your solutions clearly and explain how they protect both students and the environment.
Unit Topic	Getting Around (Transport)
Learning Outcomes	1. Understand **ENG.01.L.S.3.1** I can write short, simple notes about what I am listening to using a table or list of words to help me. **ENG.01.RV.S.4.1** I can write short, simple notes about what I am reading using a table or list of words to help me. **ENG.01.RV.CS.2.1** I can read and pick out important information. **ENG.01.S.IP.2.1** I can ask and answer questions and I can ask for help if I don't understand. **ENG.01.WR.P.1.1** I can write using short and some longer sentences. 2. Define **ENG.01.L.CS.3.1** I can listen and say how something is like my life, the world around me or another story I know. **ENG.01.RV.CS.3.1** I can read and say how something is like my life, the world around me or another story I know. **ENG.01.WR.P.3.1** I can write about simple stories or things that happened in the past. **ENG.01.S.IP.3.1** I can tell simple stories or talk about things that happened in the past. 3. Ideate **ENG.01.L.CS.3.1** I can write short, simple notes about what I am listening to using a table or list of words to help me. **ENG.01.S.IP.2.1** I can ask and answer questions and I can ask for help if I don't understand. **ENG.01.S.IP.4.1** I can share simple ideas and things I know when I speak. **ENG.01.WR.P.2.1** I can write about simple ideas and things I know. 4. Model **ENG.01.L.CS.2.1** I can listen and hear important information. **ENG.01.S.IP.1.1** I can join in short conversations. **ENG.01.S.IP.4.1** I can share simple ideas and things I know when I speak.

ENG.01.WR.S.4.1 I can copy and change sentences, use examples, use something to plan my ideas, find words in a dictionary to help me write. `

5. Test

ENG.01.L.S.3.1 I can write short, simple notes about what I am listening to using a table or list of words to help me.
ENG.01.L.S.1.1 I can listen to my friends and teacher and answer them in the right way.
ENG.01.RV.S.4.1 I can write short, simple notes about what I am reading using a table or list of words to help me.
ENG.01.S.IP.4.1 I can share simple ideas and things I know when I speak.
ENG.01.S.IP.2.1 I can ask and answer questions and I can ask for help if I don't understand.
ENG.01.S.IP.5.1 I can give a short talk, using a simple text to help me and joining my ideas with words like "and," "but," "because," and "then".

6. Present

ENG.01.L.S.3.1 I can write short, simple notes about what I am listening to using a table or list of words to help me.
ENG.01.L.S.1.1 I can listen to my friends and teacher and answer them in the right way.
ENG.01.RV.S.4.1 I can write short, simple notes about what I am reading using a table or list of words to help me.
ENG.01.S.IP.4.1 I can share simple ideas and things I know when I speak.
ENG.01.S.IP.2.1 I can ask and answer questions and I can ask for help if I don't understand.
ENG.01.S.IP.5.1 I can give a short talk, using a simple text to help me and joining my ideas with words like "and," "but," "because," and "then".
ENG.01.WR.P.3.1 I can write about simple stories or things that happened in the past.

7. Reflection

ENG.01.L.S.3.1 I can write short, simple notes about what I am listening to using a table or list of words to help me.
ENG.01.RV.S.4.1 I can write short, simple notes about what I am reading using a table or list of words to help me.
ENG.01.S.IP.2.1 I can ask and answer questions and I can ask for help if I don't understand.
ENG.01.WR.P.3.1 I can write about simple stories or things that happened in the past.

Stage 1 – Sub-Stage: Understand (Week 1 | 2 Periods)

Purpose: To understand people's needs with empathy by engaging with real experiences. This involves observing people's behaviour, conducting interviews and analysing practical needs using different tools.

Teacher Role and Key Actions	Student Role and Learning Tasks	Evidence in Students' Portfolio (Examples)
1. Introduce PBLA and connect the scenario to students' daily lives. *Instruction:* "This term you'll explore real-life problems through PBLA. Think about your trip to school: • Is it safe? • Does it cause pollution? • What could make it safer and cleaner for everyone?" Add notes using visuals, videos, or examples of crowded school roads to help students connect. **Differentiation:** • Student of Determination (SEN): Use visuals of traffic, air quality and safe routes to build comprehension. • Working Toward: Provide simplified language or sentence starters. • Working At: Encourage examples from their own routines. • Working Beyond: Invite connections to national or global sustainability goals.	• (No direct student task - this is the teacher's introduction and motivation stage.) • Curiosity, discussion and verbal ideas about safety and pollution near the school.	• Highlighted copy of the scenario with main ideas underlined • KWL Chart – "What I Know" section • Short notes showing first impressions of the problem • Group notes summarising the main problem and who is affected
2. Facilitate group reading and guide comprehension using prompts: • "Who is affected by unsafe or polluted school travel?" • "What causes the problem near our school?" **Differentiation:** • SEN: Provide picture prompts and vocabulary cards. • Working Toward: Support with guiding questions. • Working At: Prompt for evidence from the text. • Working Beyond: Ask for inferences about wider community effects.	• Read the scenario in small groups and highlight key phrases describing the issue. • Underline main ideas such as "unsafe," "pollution," "travel to school." • Students might misidentify surface details, so prompt them to focus on cause-and-effect.	
3. Encourage inquiry without offering solutions. *Prompt:* "Your task now is to understand the problem—who is affected, what causes it, what information helps you explain it?"	• Discuss and draft questions to collect more information about the causes and effects of unsafe travel and pollution.	• List of group-generated questions • Observation notes

Insert note to model one or two guiding questions, such as: • "Why do we use cars instead of walking?" • "Who decides bus routes?" **Differentiation:** • SEN: Provide question frames (Who … ? Why … ?). • Working Toward: Guide with sample questions. • Working At: Ask to group questions by theme. • Working Beyond: Encourage extension into cause-and-effect reasoning.		• Initial research ideas • Research and data sheets • Photos or sketches of school area • Interview notes • KWL Chart – "What I Learned" section
4. **Guide students in documenting findings individually, then share as a group.** *Ask:* " • What information was most helpful?" Encourage brief class walk-around or mapping exercise. Connect local examples of sustainable transport or safety initiatives, e.g., Masdar City's driverless pods or Sharjah's pedestrian zones. Show UAE examples of community transport or clean-energy systems to ground the problem in real life. Option to introduce AI tools for research and comparison, like using a chatbot to list eco-friendly school transport ideas, then verify results with peers. **Differentiation:** • SEN: Provide visual templates or checklists. • Working Toward: Model how to take simple notes. • Working At: Prompt for complete sentences and evidence. • Working Beyond: Ask for comparisons with other communities.	• Collect and record information that helps them understand the issue more deeply (e.g., observation walk, short interviews, online searches). • Simple sketches or bullet notes of current school traffic patterns, notes on peers' travel habits. • "How can we use AI search or the search the internet responsibly to gather examples, then discuss which are realistic for our school."	
5. **Facilitate reflection and consensus:** *Ask:* • "What causes are most serious?" • "What evidence supports your view?"	• Work collaboratively to compare findings and agree on one clear description of the problem.	• Group summary sheet showing collective understanding • Signed group

		consensus notes
Differentiation: • SEN: Assign defined roles (recorder, reader). • Working Toward: Give structured prompts. • Working At: Encourage equal participation. • Working Beyond: Invite evaluation of which ideas are realistic.		
6. Observe groups and provide feedback: *Ask:* • "What new understanding do you have about school travel?" • "What else do you need to know?" **Differentiation:** • SEN: Offer one-to-one reflection prompts. • Working Toward: Give oral feedback and simple goals. • Working At: Ask clarifying questions. • Working Beyond: Prompt students to set their own next-stage targets.	• Collaborate within groups to reach a shared understanding of the problem and agree on the most accurate information or research approach to continue. • Group summary noting key problems (e.g., too many cars, unsafe crossings). • Examples of collaborative outcomes: • Groups review and compare collected information about school traffic, safety and pollution. • Students agree with one clear description of the problem or one common approach for further inquiry. • Each student shares at least one piece of evidence or observation before the group finalises its decision.	• Group summary sheet showing the team's collective understanding • Signed consensus or decision notes
Focus Skill:		
Encourage students to practice self-regulation by independently making inquiries about the problem, researching it and accepting feedback from the teacher and his/her peers while working as a team.	• Reflect on what they've learned and what still needs to be researched in the Define stage.	• Reflection checklist • Teacher feedback note • Evidence of collaboration

First check point (Understand)

Grade	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)	Additional Evidence
5-6	Does not ask any relevant questions and collects unrelated information, if any.	Asks simplistic questions; collects vague information despite heavy reliance on guidance.	Asks some relevant questions; gathers general information from at least one source with partial guidance	Asks focused questions; gathers relevant information and key ideas from more than one source with minimal guidance.	Independently asks developed questions and gathers detailed and well-organised relevant information from several sources.	KWL chart (What I Know?, What I Want to know, What I Learned?) Research notes Interview notes reading journals, character maps
7-8	Does not ask any relevant questions and collects unrelated information, if any.	Asks simplistic questions; collects vague information despite heavy reliance on guidance.	Asks focused questions; gathers relevant information and key ideas from more than one source with minimal guidance.	Independently asks developed questions; gathers and connects key information from several sources, identifying their relevance.	Independently asks a range of deep questions; gathers and connects detailed and well organised key information from multiple sources, identifying their relevance.	

- **First check point (Understand)**: make sure you evaluate each student's ability to "Generate inquiry questions and gathers key information from sources." based on the evidence observed in class and collected by students in their portfolio.
  - o Focus area:
    - Questions are clear and relevant to the problem
    - Information is gathered from multiple sources
    - Collected data and information is relevant to the problem, detailed and well-organised
    - Students complete their research without completely relying on guidance

Second check point (Collaboration)

- **Second check point (Collaboration)**: Make sure to evaluate students' ability in collaborating effectively with their peers by observing their behaviours in class

Sub-Stage	Collaboration Behaviours	Not at all 0	Partially 1	Fully 2
Understand	• Shares relative information/resources with the team members during research and information gathering. • Listens actively and respects peers' perspective in initial discussions.			

- **Keep a record of each student's individual score in your tracker, ready for Al Manhal entry after the next sub-stage.**

Stage 1 – Sub-Stage: Define (Week 2 | 2 Periods)

Purpose - **To define the core problem by organising and analysing findings from the previous stage.**

Teacher Role and Key Actions	Student Role and Learning Tasks	Evidence in Students' Portfolio (Examples)
1. **Guide students in reviewing their notes from the Understand stage**. *Use prompts such as:* • "What patterns do you see?" • "Which causes appear most often?" • "Who is most affected?" Encourage concise statements using sentence frames like: • Our problem is… because…. **Differentiation:** • SEN: Use visuals like cause–effect templates or pictorial maps. • Working Toward: Provide sentence starters ("One cause is…"). • Working At: Ask students to connect effects with evidence. • Working Beyond: Encourage connections to broader environmental or social issues.	• Review the information collected during the Understand Stage. Identify the main causes of unsafe or polluting school travel and their effects.	• Summary of causes and effects • Cause-and-effect chart • Highlighted notes showing patterns or recurring problems • Phrases like "Too many parents drop students by car," or "Bus stops are far from the gate."
2. Support categorisation using graphic organisers. Guide students in grouping their findings (e.g., causes, effects, people affected, consequences). *Ask:* • "Which causes can we control?" • "Which are most harmful?" *Prompt empathy-based discussion:* • "Who feels unsafe and why?" **Differentiation:** • SEN: Provide color-coded templates. • Working Toward: Help sort and label categories. • Working At: Encourage students to explain their reasoning. • Working Beyond: Invite critical comparison of local vs global causes.	• Organise ideas into categories such as causes, effects and affected people. Discuss as a group which factors are most serious or urgent.	• Group mind map • Graphic organiser comparing causes and effects • Notes or diagrams showing key categories • Short notes identifying groups (students, parents, teachers).

3. **Model how to write a clear problem statement**. Explain that it must describe the issue, who it affects and why it matters. Model verification - use visuals, simple charts. Option to model how to ask AI a focused question (e.g., 'summarise causes of school traffic congestion') and check for bias or missing context. Have students identify who is affected within the UAE school community - students, parents, drivers - linking empathy to national safety campaigns like Emirates Safe Roads. **Differentiation:** • SEN: Provide a fill-in-the-blank frame. • Working Toward: Allow collaborative drafting. • Working At: Check for clarity and cause–effect links. • Working Beyond: Encourage use of evidence or data.	• Write a problem statement that summarises the issue and its impact. • *Example:* "The roads near our school are crowded and unsafe, causing pollution and putting students at risk. We need to make school travel safer and cleaner." • Students use AI summarisation tools to synthesise notes and clarify what the real problem is.	• Draft problem statement (individual or group) • Highlighted key words or phrases • Notes showing revisions • A short list of "what we know for sure" vs. "what we still need to find out."
4. **Facilitate peer review.** *Model constructive feedback:* • "One strength of your statement is…" • "You could improve it by…" • "What makes this a real problem worth solving?" **Differentiation:** • SEN: Use visuals or emoji-based checklists. • Working Toward: Provide written feedback templates. • Working At: Encourage verbal peer comments. • Working Beyond: Guide analytical, evidence-based critique.	• Exchange problem statements with another group for peer feedback using a checklist on clarity, evidence and relevance.	• Peer feedback notes • Checklist with comments • Edited draft of the problem statement • Recognition that a well-defined problem helps find realistic solutions.
5. **Observe and provide feedback.** *Ask:* • "Does your statement explain the problem clearly?" • "Who is affected and how?" • "Is it supported by facts or examples?" **Differentiation:** • SEN: Provide oral feedback or visuals. • Working Toward: Review sentence clarity.	• Finalise and record the agreed-upon group problem statement in the portfolio. • *Reflect:* "We defined our problem clearly because…"	• Final group problem statement • Teacher feedback form • Reflection notes ("What we discovered," "What we still need to learn")

• Working At: Ensure logical flow. • Working Beyond: Encourage precision and concise language.		

Focus Skill:

Students exercise critical thinking by evaluating their research, making connections to the problem and identifying the key reasons and impacts. *Note: When the problem is clearly defined in the scenario, students are expected to identify key areas to focus on, such as location and the methodology to solve the problem.*	• Collaborate to confirm a single definition of the problem for the project. • Ensure everyone agrees before moving to Ideate.	• Group summary sheet confirming the final definition • Signed consensus or decision notes • Teacher feedback note

Assessment

First check point

- **First check point (Define):** At the end of this stage, make sure you evaluate student's ability to **" Write a problem statement which outlines reasons and impacts."** based on the evidence observed in class and collected by students in their portfolio
  - Focus area:
    - Problem statement is clear and linked to the scenario statement
    - The problem statement reflects a problem that is feasible for students to solve.
    - The problem statement is cohesive and clearly shows the connections between the problem and its reasons/impacts.
    - Students can define the problem without completely relying on guidance.

Grade	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)	Additional Evidence
5-6	Does not write any problem statement.	Writes a simplistic problem statement; vague reason and impact with unclear connections, despite heavy reliance on guidance.	Writes a clear problem statement that shows and somewhat connects reasons and impacts with partial guidance.	Writes a cohesive problem statement that shows the connections between several reasons and impacts with minimal guidance.	Independently writes a well-structured statement that shows connections between reasons and impacts in an accurate and logical way.	Written statement/question Mind maps, diagrams linking concepts, flowcharts issue outlines, problem trees
7-8	Does not write any problem statement.	Writes a simplistic problem statement; vague reason and impact with unclear connections, despite heavy reliance on guidance.	Writes a clear problem statement that explains connections between several reasons and impacts with minimal guidance.	Independently writes a cohesive problem statement that connects between reasons, impacts and views in a logical manner.	Independently writes a well-structured problem statement that organises and evaluates the connections between reasons, impacts and	

				views with logic and depth.	

- **Second check point (Collaboration)**: Make sure to evaluate students' ability in collaborating effectively with their peers by observing their behaviours in class

Sub-Stage	Collaboration Behaviours	Not at all 0	Partially 1	Fully 2
Define	• Shares own problem question/statement/hypothesis draft version with the team members. • Responds constructively and respectfully to peer input while refining the final statement.			

- **Keep a record of each student's individual score in your tracker and enter the scores for this stage and the previous one into Al Manhal by January 16th.**
- **Remember to check with your colleagues for fairness and consistency in marking before finalising scores in the system.**

Stage 2 – Sub-Stage: Ideate (Week 3 | 2 Periods)

Purpose: Generate diverse and creative ideas to solve the defined problem and explore different possibilities.

Teacher Role and Key Actions	Student Role and Learning Tasks	Evidence in Students' Portfolio (Examples)
1. **Facilitate brainstorming using prompts like:** • "How can we solve this problem?" • "What would make this safer or cleaner?" Encourage quantity before quality. Remind teachers not to evaluate ideas too early. Option to encourage creative brainstorming with AI mind-mapping or digital sticky-note tools but teach students to filter impractical ideas. Option to demonstrate how to use AI for idea generation while emphasising originality and critical review. Introduce inspiration from national innovation spaces, e.g., Expo City Dubai or Qasr Al Hosn sustainability displays, linking cultural pride with design thinking. **Differentiation:** SEN: pictorial brainstorming frames. Working Toward: guided prompts. Working At: mind map. Working Beyond: encourage lateral or 'out-of-the-box' ideas.	• Brainstorm individually, then share ideas in the group about possible solutions to the problem statement.	• Brainstorm map • Idea sketch or chart • Brainstorm reflection notes • Varied ideas - walking buses, bike-to-school days, carpooling, shaded walkways.
2. **Guide discussion on feasibility, resources and impact by using "solution-impact matrix" template or sticky-note sorting.** *Ask*: • "Which ideas can be done with available materials?" or • "Which idea helps the most people?" **Differentiation:** SEN: simplified choice grids. Working Toward: structured sentence starters.	• Combine ideas and record the group's top three possible solutions. Discuss the feasibility of each.	• Annotated list of top 3 ideas • Group discussion notes • Comparing pros and cons.

Working At: ranking matrix. Working Beyond: evidence-based justification.		
3. **Model how to justify choices using cause-effect reasoning and supporting evidence.** Model how to justify a choice: "We chose this because it helps safety and reduces pollution." **Differentiation:** SEN: oral justification with visuals. Working Toward: sentence stems. Working At: written rationale. Working Beyond: integrate data or wider research.	• Select one solution to develop further. Write a short rationale explaining why this idea is best.	• Group decision chart • Rationale paragraph • Reaching consensus through simple voting or discussion.
4. **Support visualisation using graphic organisers or templates.** *Remind students:* "Show how your idea works step by step." **Differentiation:** SEN: use color-coded templates. Working Toward: use drawing support. Working At: ensure labelling accuracy. Working Beyond: include function notes.	• Create a sketch or simple visual to show how the solution works. Label key parts or steps.	• Design sketch or simple diagram • Labelled plan of idea • Short summary paragraphs, sketches, or flowcharts.
5. **Model feedback prompts:** • "What works well?" • "What could be clearer?" • "How can we make this safer or more effective?" **Differentiation:** SEN: visual smiley checklist. Working Toward: short peer notes. Working At: specific improvement statements. Working Beyond: critical comparison between ideas.	• Present the visual or explanation to another group for quick feedback, then refine the idea.	• Peer feedback sheet • Revision notes or updated sketch
Focus Skill:		

Students exercise creative thinking through generating a range of novel and useful ideas that directly connect to the problem statement				• Summarise the final selected idea and reflect on why it is the most effective and achievable solution.		• Final idea summary sheet • Teacher feedback note • Reflection: "Our best idea will solve the problem because…"

Assessment

First checkpoint (Ideate)

- **First checkpoint (Ideate):** At the end of this stage, make sure you evaluate each student's ability to "Generate and visualises ideas to solve the defined problem through notes and sketches" based on the evidence observed in class and collected by students in their Student Portfolio.
    - Focus area:
        - The generated ideas should be linked to the students' drafted problem statement.
        - The generated ideas are creative yet feasible.
        - The generated ideas are noted down in the form of well-organised notes or sketches.
        - While generating ideas, students effectively communicate with their peers.

Grade	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)	Additional Evidence
5-6	Does not generate any idea or solution.	Minimal generation of ideas which are simplistic; little to no visualisation of ideas.	Generates some realistic ideas; shows limited ability in organising notes and visualising ideas.	Generates multiple realistic ideas and visualises them with notes or sketches.	Generates a range of creative and realistic ideas and visualises them clearly through well-developed notes and sketches.	Idea boards, strategy planning visual models, graphic organisers idea sketches Brainstorming logs mind maps, tone and style planning sheets
7-8	Does not generate any idea or solution.	Minimal generation of ideas which are simplistic; little to no visualisation of ideas.	Generates several realistic ideas and attempts to visualises them with notes or sketches.	Generates a range of creative ideas and visualises them through organised notes and sketches.	Generates a wide range of well-developed, creative and realistic solutions with strong justification and effective visualisation through clear notes, sketches or graphic organisation.	

Second check point (Collaboration)				
• **Second check point (Collaboration)**: Make sure to evaluate students' ability in collaborating effectively with their peers by observing their behaviours in class				
Sub-Stage	Collaboration Behaviours	Not at all 0	Partially 1	Fully 2
Ideate	• Contributes their own ideas to the brainstorm with explanations of why they're suggesting them. • Interacts respectfully to team member's ideas and feedback while selecting the best idea			
	•			
• **Keep a record of each student's individual score in your tracker, ready for Al Manhal entry after the next sub-stage.**				

Stage 2– Sub-Stage Model and Test (Week 4 and 5 | 4 Periods)		
Purpose: To create a draft solution based on the selected idea by using simple tools. Test the draft solution and gather insights to identify what can be improved.		
Teacher Role and Key Actions	**Student Role and Learning Tasks**	**Evidence in Students' Portfolio (Examples)**
1. **Explain what a model or prototype is. Provide materials or digital templates**. *Prompt:* "How will you show your solution?" "What materials can you use safely?" **Differentiation:** SEN: provide labelled templates. Working Toward: guided material list. Working At: encourage detail. Working Beyond: plan sustainability of materials.	• Plan how to build or represent the chosen idea. List materials needed and sketch what the model will look like.	• Materials checklist • Early design sketch • Planning notes • Posters, small models, digital slides.
2. **Monitor progress and give feedback during creation.** Encourage teamwork and safe material use. Use structured peer feedback frames ("I like…, I wonder…"). Guide ethical use—"Students must cite which elements came from AI and which are original." Encourage testing ideas through local partnerships (municipal recycling teams, transport authorities) or mock presentations tied to UAE Vision 2031. **Differentiation:** SEN: assign supportive roles. Working Toward: scaffold with examples. Working At: promote collaboration. Working Beyond: encourage creativity and accuracy.	• Create a simple prototype, poster, or visual to show how the solution works. • Students can digitally model or prototype using AI art or design generators (e.g., creating a poster of their transport solution).	• Step-by-step process sheet • Draft model or poster • Notes from discussions or peer comments.
3. **Facilitate a mini "testing round."** *Ask:* • "Does your idea solve the problem?" • "What can be improved?"	• Test or demonstrate the model. Observe what works and what needs improvement.	• Observation notes • Photos or test record • Adjusted drawings or added features.

Highlight value of iteration—"Good solutions change after testing." **Differentiation:** SEN: structured observation sheet. Working Toward: checklist prompts. Working At: open-ended observations. Working Beyond: analyse functionality and efficiency.		

4. **Model respectful peer review.**
   Ask:
    • "What makes this solution strong?"
    • "How might it be more effective or safer?"
 	
Differentiation:
SEN: visual peer form.
Working Toward: verbal response.
Working At: written peer notes.
Working Beyond: use evaluation criteria or rubrics.
	• Share your model with another group for feedback. Note suggested improvements and make one change.	• Peer evaluation form
		• Improvement plan or edited drawing
		• Organised notes and speaking points.

Focus Skill:		
Students develop their language accuracy skills through being responsive to feedback and proofing their work based on it.	• Revise the model based on feedback. • Reflect on how the change made it better.	• Finalised prototype or visual model • Annotated final sketch • Written reflection: "We tested and improved our model by…"
Assessment		
First checkpoint (Model and Test)		

- **First check point (Model and Test):** At the end of this stage, make sure you evaluate student's ability **to" Produce a first written draft or creative work and improves accuracy, coherence and style based on feedback"** based on the evidence observed in class and collected by students in their Student Portfolio
  - Focus area:
    - Produces a draft of their work, focusing on accuracy and coherence of language used
    - Uses proofing and seeks/applies feedback to refine work

Grade	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)	Additional Evidence
5-6	Does not produce any written draft or revised work	Produces an incomplete draft with frequent errors; makes limited improvements.	Produces a short, simple draft with a number of errors; applies some feedback, proofing/checking to partially improve accuracy.	Produces a simple draft with minor errors; applies feedback, proofing/checking to enhance accuracy.	Produces a simple draft with accuracy and coherence; which is consistently refined through feedback and proofing/checking.	Rough drafts, peer reviews, structure outlines Revision notes, edited drafts, tracked changes, reflection logs on feedback use.
7-8	Does not produce any written draft or revised work	Produces an incomplete draft with frequent errors; makes limited improvements.	Produces a simple draft; applies feedback, proofing/checking to make some enhancements to clarity and accuracy	Produces a structured draft with initial clarity and accuracy and examples of more complex language; uses feedback, proofing/checking to evaluate and refine work.	Produces a well-structured draft with strong clarity, accuracy, coherence and a range of complex language; repeatedly evaluates and refines work using feedback, proofing/checking.	

Second check point (Collaboration)

- **Second check point (Collaboration)**: Make sure to evaluate students' ability in collaborating effectively with their peers by observing their behaviours in class

Sub-Stage	Collaboration Behaviours	Not at all 0	Partially 1	Fully 2
Model & Test	• Shares resources, tools and skills in a timely manner with the team members to build and test the model effectively. • Responds positively and respectfully to teacher's and others' feedback.			

-**Keep a record of each student's individual score in your tracker and enter the scores for this stage and the previous one into Al Manhal by January 30th.**
-**Remember to check with your colleagues for fairness and consistency in marking before finalising scores in the system.**

Stage 3 – Sub-Stage: Present (Week 6 | 2 Periods)

Purpose: Present the outcome—highlighting its value, usability and potential impact.
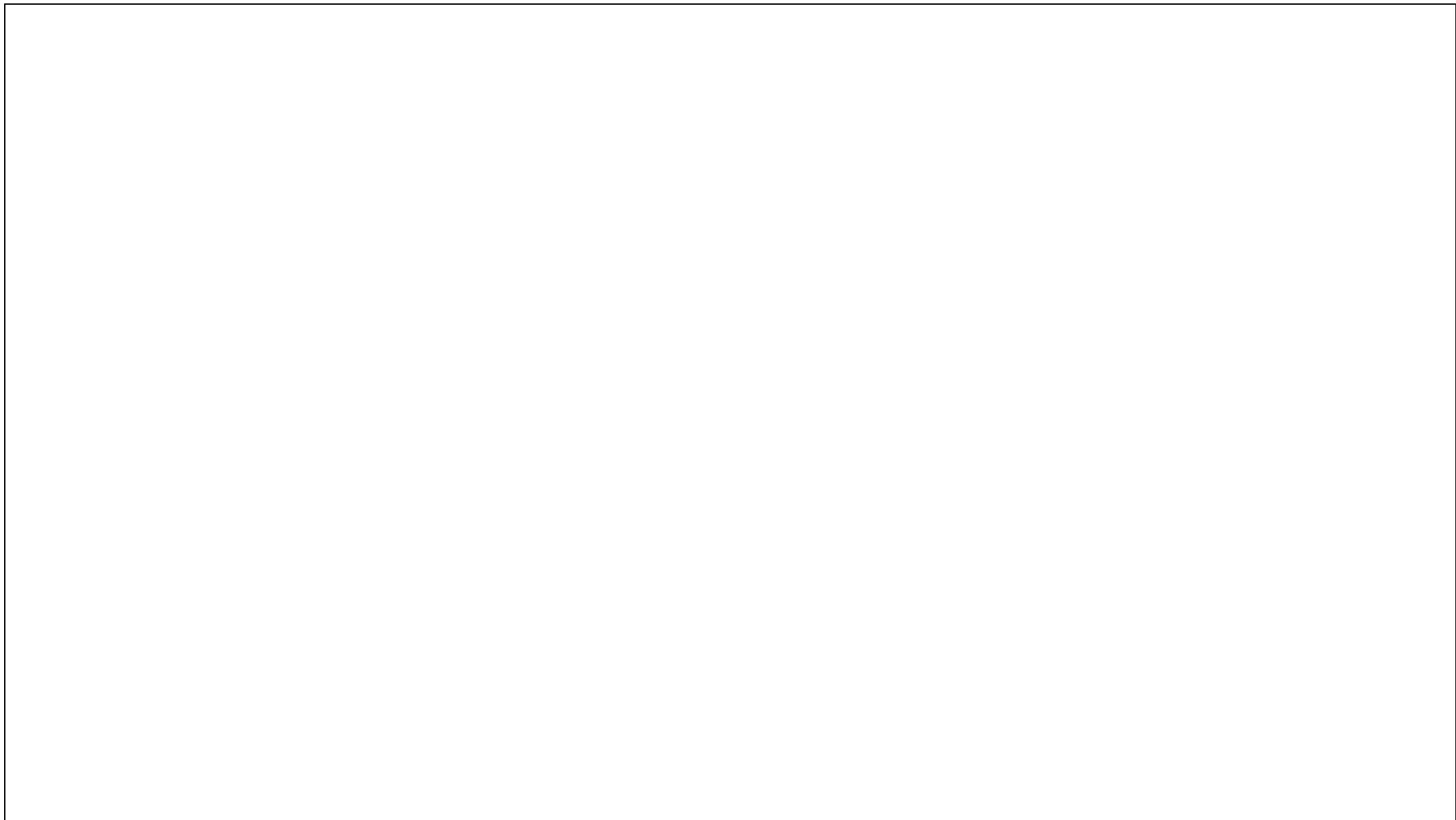
Teacher Role and Key Actions	Student Role and Learning Tasks	Evidence in Students' Portfolio (Examples)
1. **Explain the purpose of presenting—to share ideas clearly and persuade others of their value.** Model an effective presentation using one of the exemplars. Offer sentence starters for introductions and transitions. Teach responsible AI-aided presentation design (checking accuracy, using Arabic translation tools correctly). Support bilingual presentation skills; ensure students credit AI support tools appropriately. **Differentiation:** SEN: provide visual planning frame. Working Toward: sentence starters. Working At: time sequencing chart. Working Beyond: integrate multimedia or digital elements.	• Plan and organise how to present the solution. Decide who will speak, what each person will say and what visuals to use. • Showcase sustainability values aligned with UAE heritage—students may compare their plan to Masdar City's zero-carbon goals or Abu Dhabi's Green Bus initiatives.	• Presentation outline • Script or cue cards • Visual aid draft (poster, slides, or chart) • Selecting visuals, speakers and order of slides.
2. **Facilitate a brief rehearsal session.** Encourage tone, clarity and teamwork. *Give coaching tips:* • "Speak slowly." • "Make eye contact." • "Show confidence." **Differentiation:** SEN: short rehearsal rounds. Working Toward: guided sentence rehearsal. Working At: self-evaluation sheet. Working Beyond: record and self-assess tone, body language and pacing.	• Rehearse the presentation within the group and adjust timing, clarity and expression.	• Rehearsal checklist • Peer rehearsal notes • Confident sharing with audience awareness.

3. Assess presentation structure and clarity. Use simplified rubrics with icons (e.g., thumbs up/down visuals). *Ask guiding questions:* • "How does your solution reduce pollution or improve safety?" • "Why is it realistic for our school?" **Differentiation:** SEN: visual support cues. Working Toward: short verbal prompts. Working At: structured question responses. Working Beyond: formal Q&A engagement.	• Deliver the presentation to peers or another class. • Present your model and explain how it addresses the scenario challenge.	• Final visuals or digital slides • Organised presentation script • Peer or teacher feedback form using rubric criteria.
4. Guide reflection and feedback analysis. *Ask:* • "What did your audience understand best?" • "What could you explain more clearly next time?" **Differentiation:** SEN: emoji or symbol-based reflections. Working Toward: guided questions. Working At: written feedback summary. Working Beyond: comparative analysis between groups.	• Collect feedback from the audience and reflect on how well the message was communicated.	• Group reflection sheet • Audience feedback notes
Focus Skill:		
Students are expected to demonstrate effective communication when presenting their process for developing the final products. This includes using suitable visuals or digital tools and content-specific vocabulary. *Note*: Presentation is not limited to a slideshow; students have the freedom to choose any medium (e.g., posters, videos, models, or games)	• Record key presentation evidence and reflection in the portfolio.	• Final presentation record • Teacher feedback • Reflective paragraph: "Our solution helps make school journeys greener and safer because…"
Assessment		
First check point (Present)		

- **First check point (Present):** At the end of this stage, make sure you evaluate student's ability **to" Publish and present the final work, showcasing fluency and accuracy in communication"** based on the evidence observed in class and collected by students in their Student Portfolio
  - Focus area:
    - The presentation's language and content are accurate and fluently presented.
    - The visuals used in the presentation creatively support the explanation.
    - The presentation uses accurate vocabulary specific to the topic at hand.
    - The presentation includes details about the process of developing the solution or product, in addition to the final product itself.

Grade	Needs significant improvement (1-2)	Beginning (3-4)	Developing (5-6)	Proficient (7-8)	Exceeding (9-10)	Additional Evidence
5-6	Does not contribute meaningfully to the presentation.	Minimal contribution to presentation; limited language range and issues with fluency and/or accuracy make it very difficult to follow.	Contributes to the final presentation with isolated uses of topic-specific lexis; hesitation, repetition or inaccuracy makes some parts hard to follow.	Contributes to presenting the final work with good fluency and accuracy despite some pauses or limits in vocabulary; using creative presenting tools and isolated topic-specific lexis.	Contributes to presenting the final work in a clear presentation style, using creative presentation tools and appropriate additional explanations for more specific concepts/vocabulary.	Presentations, written explanations, charts, final reports peer and teacher evaluation sheets.
7-8	Does not contribute meaningfully to the presentation.	Minimal contribution to presentation; limited language range and issues with fluency and/or accuracy make it very difficult to follow.	Contributes to the presentation of final work with minor fluency and accuracy problems (hesitation and/or repetition and/or frequent errors), using subject-specific terminology, some creative presentation tools and limited use of subject-related terminology.	Contributes to the presentation of the final work with sufficient fluency and precision to ensure that the meaning is largely understood; adapting creative presenting tools to engage the audience.	Contributes to presenting the final work confidently, with a high level of both fluency and accuracy, using creative presenting tools and adapting tone, style and explanation of specialist lexis to engage and influence the audience.	

Second check point (Collaboration)

- **Second check point (Collaboration)**: Make sure to evaluate students' ability in collaborating effectively with their peers by observing their behaviours in class

Sub-Stage	Collaboration Behaviours	Not at all 0	Partially 1	Fully 2
Present	• Helps peers present confidently and supports during Q&A. • Responds respectfully to questions, comments and feedback from peers and teacher.			

- **Keep a record of each student's individual score in your tracker and finalise the total score for collaboration. Enter the scores for this stage and collaboration into Al Manhal by February 20th.**
- **Remember to check with your colleagues for fairness and consistency in marking before finalising scores in the system.**

Reflection (Weeks 1-6)

Purpose: To guide students to explain what they learned, what worked well, what needs improvement and how they will use this learning in future tasks.

Teacher Role and Key Actions	Student Role and Learning Tasks	Evidence in Students' Portfolio (Examples)
1. Guide students to review their full PBLA portfolio. *Ask guiding questions such as:* • What did we learn about safer, cleaner school travel? • Which part of our process worked best? • Where did AI or peer feedback improve our ideas? • How does our plan support UAE environmental goals? **Differentiation:** SEN / Working Toward: Use sentence frames ("I learned …", "One change is …") and visual checklists. Working At: Encourage short paragraph reflections on each PBLA stage. Working Beyond: Invite critical reflection comparing their project to UAE Vision 2031 targets or global SDGs.	• Revisit each stage of their PBLA journey, summarising the main learning from Understand → Present. • Discuss how collaboration, research and AI tools support progress. • Connect their final solution to the UAE's sustainability priorities and school community impact. • Write or record individual reflections (written, audio, or short video).	• Completed Reflection Checklist • Short written or recorded reflection • Group "Lessons Learned" poster • Teacher feedback notes
2. Facilitate a short group dialogue or circle reflection to highlight empathy, teamwork and communication growth. *Prompt with:* • "How did your team make decisions together?" • "What challenges did you face and how did you solve them?" • "How will this experience change how you act outside school?" **Differentiation:** SEN / Working Toward: Use sentence frames ("I learned …", "One change is …") and visual checklists. Working At: Encourage short paragraph reflections on each PBLA stage. Working Beyond: Invite critical reflection comparing their project to UAE Vision 2031 targets or global SDGs.	• Participate in peer reflection circles, sharing one success and one area for improvement. • Acknowledge others' contributions and insights respectfully.	• Peer Reflection Summary Sheet • Signed Group Feedback Form
3. Introduce AI-supported reflection (optional): • Use a writing assistant to generate reflection prompts, then have students verify, edit and personalise their responses.	• Use AI tool to draft reflection sentences, edit for authenticity and record where AI was used.	• AI Reflection Log • Comparison of AI-drafted vs personal responses

• Reinforce digital responsibility and citation. **Differentiation:** SEN / Working Toward: Use sentence frames ("I learned …", "One change is …") and visual checklists. Working At: Encourage short paragraph reflections on each PBLA stage. Working Beyond: Invite critical reflection comparing their project to UAE Vision 2031 targets or global SDGs.	• Evaluate the usefulness of AI in helping them think critically.	
4. Close with connection to UAE identity and global citizenship: Emphasise how students' solutions embody social responsibility + environmental stewardship. **Differentiation:** SEN / Working Toward: Use sentence frames ("I learned …", "One change is …") and visual checklists. Working At: Encourage short paragraph reflections on each PBLA stage. Working Beyond: Invite critical reflection comparing their project to UAE Vision 2031 targets or global SDGs.	• Write a short statement: "Our PBLA project supports a greener, safer UAE by …"	• Final Portfolio Summary Page • Teacher Rubric (Reflect Criteria)