



LEARNING AND ASSESSING THROUGH PROJECTS

Presentation By NCDC

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Session Outcomes

The participants should be able to:

1. Guide learners during the development of projects
2. Understand how to assess projects



ACTIVITY 1: Managing Projects in schools

In groups do the following tasks:

- i. Which projects did your learners come up with?
- ii. How did the learners come-up with the projects?
- iii. How did you support them?
- iv. How did you mitigate the problems you encountered?
- v. What benefits came from the projects school.



ACTIVITY 2: Assessing Projects in schools

In groups do the following tasks:

- i. Identify the phases on the assessment rubric for the projects?
- ii. Which phase did you score highest and why?
- iii. How did the learners manage the reporting of their projects?



ACTIVITY 3: Identifying projects

How can you guide learners to Identify projects in this scenario.



ASSESSING PROJECTS

	Phase	Indicators	Max Score
1	Identification, planning, design	Title, alignment to theme, justification of the project, methodology, identification of materials	x/.....
2	Project Implementation	Organisation, Use of resources, focus on generic skills and values	x/.....
3	Product	Originality, creativity and innovation, accuracy	x/.....
4	Project report	Relevancy, Accuracy, coherence	x/.....
	Total		x/.....



CONCLUSION

- Projects are an essential component of teaching-learning and assessment in the LSC.
- Projects should be cost friendly and manageable, therefore teachers should not make them seem expensive.



THANK YOU