DE LA SALLE SANTIAGO ZOBEL

Senior High School Research Unit
Vermosa Campus, Imus, Cavite

RESEARCH 4

Status Report 4

TERM 3
AY 2019 - 2020

Name:	Bisuña, Justin G.	**Section**:	**SCORE**:	**DATE SUBMITTED**
Teacher:	Sir Gerald Gamboa	12 - _E_	/20	February 27, 2020

GENERAL DIRECTION: Complete the information asks per portion of this activity sheet. Submit this status report (MS Word file & PDF) in the corresponding post in the Google Classroom. Late submission will incur a 2-point deduction per day of late.

Instructions:

   a. Provide **at least five (5)** photos showing different significant activities during Cycle 4.
   b. Copyright credit for images must be followed strictly. Check this link: https://yourbusiness.azcentral.com/give-copyright-credit-images-2791.html
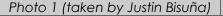   c. Each photo must have at least three (3) sentences explaining the details of the activities found in the photo.

Photo 1 (taken by Justin Bisuña)

Photo 1 (taken by Justin Bisuña)

Discussion:
This photo was taken by me, Justin Bisuña. This is the Media Committee working on the project's website. This is one of the very crucial parts of the team as it helps promote our project to the masses and possibly gather investors for the success of this project.

Discussion:
This photo was taken by me, Justin Bisuña. This is the HR Committee working on the brochures for the community of Sitio Makabuhay. This is really important because it helps the community remember what to do to produce our product.
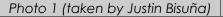
Photo 1 (taken by Justin Bisuña)

Photo 1 (taken by Inigo Belardo)

Discussion:
This photo was taken by me, Justin Bisuña. This is the shredded paper to be used in the production of bio briquettes. This could be an additive for the banana leaves as it helps the mixture become a binding agent and it increases flammability of the product.

Discussion:
This photo was taken by Inigo Belardo. In this picture, I was rolling huge amounts of leaves and cutting them with a knife. Rolling the banana leaves helps in the efficiency and volume of cutting. This method of cutting can be recommended for the producers of this product if a shredder is not available.

Photo 1 (taken by Inigo Belardo)

Photo 1 (taken by _____)

Discussion:
This photo was taken by Inigo Belardo. This is me chopping more banana leaves. This may be an inefficient way of chopping leaves so other methods may be more recommendable for the community.

Discussion:
[Type here and use a font size of 9.]

uctions: What are the challenges you encountered in Cycle 4 activities? These challenges may be personal or group (*undefined goals, scope changes, inadequate skills for the project, lack of accountability, poor communication, etc.*).

uctions: What are the solutions you executed in response to the challenges you've experience in Cycle 4? These solutions may be suggested by an expert, adult, or found in any sources.

Discussion:
The challenges I faced in Cycle 4 are finding ways to efficiently shred, cut and tear leaves faster. A more efficient way of cutting may help increase the production of the product. This will further aid in the success of the project.

Discussion:
The solution to my problems in Cycle 4 is to do trial and error and find out which method of cutting will increase production of the product. This in turn will help in the efficiency and success of the project, helping the community of Sitio Makabuhay greatly.

tion: How are the activities of Cycle 4 provided you an active, collaborative, constructive, authentic, and goal-oriented learning environment? How did the activities in these cycle mold you to be a good researcher? Elaborate.

Reflection:
The environment of Cycle 4 greatly promoted active, collaborative, and goal oriented learning environment as each student who helped in cutting leaves suggested ways on how to tear, cut, and shred leaves more efficiently. Not only are they helping me improve my creativity, but they are also helping the community produce more banana briquettes and making this project become more efficient.

Table 1. Grading Rubric for Status Report

CRITERIA	4	3	2	1
PART I *(The students embark on **inquiry*** *and so determine a need for knowledge/understanding, and perform necessary processes to meet stated project objectives.)*				
Documentation	• There are at least 5 different photos taken at different activities showing himself/herself in participation/doing the research. • All photos are presented properly and with photo credit.	• There are at least 5 different photos taken at different activities but he/she is not seen in at least one photo participating/doing the research. • One photo is NOT presented properly or no photo credit.	• There are less than 5 different photos taken. • Two or three photos are NOT presented properly or no photo credit.	• There are less than 5 different photos taken. • All photos are NOT presented properly or no photo credit.
Discussion	• Progress is beyond expectations with respect to plan • Highly detailed discussions on milestone completed • Highly detailed discussions on future project plan • Strategy to ensure progress is stated, explained in detail and innovative	• Progress is mostly satisfactory with respect to plan • Some discussions on milestone completed • Some discussions on future project plan • Strategy to ensure progress is stated and briefly explained	• Progress is barely satisfactory with respect to plan • Limited discussions on milestone completed • Limited discussions on future project plan • Strategy to ensure progress is stated	• Progress is NOT satisfactory with respect to plan • No discussions on milestone completed • No discussions on future project plan • No Strategy to ensure progress
PART II *(students critically evaluate information/data/ideas, their approaches and results, and react appropriately)*				
Challenges encountered	• Comprehensive, insightful and valid technical reasoning in report is presented. • Explains completely whether and where the project is on track. • Highly detailed discussion on unexpected results and	• Mostly valid technical reasoning in report is presented. • Explains whether and where the project is on track. • Detailed discussion on unexpected results and current risks are presented.	• Little valid technical reasoning in report is presented. • Few discussions whether and where the project is on track. • Less detailed discussion on unexpected results	• Invalid or no technical reasoning in report is presented. • No discussion whether and where the project is on track. • No detailed discussion on unexpected results and current risks are presented.

	current risks are presented.		and current risks are presented.	
Approaches to solve the challenges encountered.	• All aspects of approach are presented in depth and with strong insight. • Numerous appropriate references from a wide range of sources (related studies, recommendations from experts, and scientific evidence) are used to inform project approach. • Approach is highly effective and elegant solution to identified challenges.	• Most aspects of approach are presented in appropriate depth. • Numerous appropriate references (related studies, recommendations from experts, and scientific evidence) are used to inform project approach. • Approach is highly effective solution to identified challenges.	• Few aspects of approach are presented in appropriate depth. • Several appropriate references (related studies, recommendations from experts, and scientific evidence) are used to inform project approach. • Approach has some issues which affects its feasibility.	• Aspects of approach are minimally presented. • No or inappropriate references (related studies, recommendations from experts, and scientific evidence) are used to inform project approach. • Approach is flawed in conception and is infeasible.
II *(The student was able to reflect on their work immersion experiences.)*				
REFLECTION	• The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	• The reflection explains the student's thinking about his/her own learning processes.	• The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	• The reflection does not address the student's thinking and/or learning.

* Inquiry may range from closed (supervisor specified) to open (student specified) in terms of: i) objectives of the project, ii) consultation with the experts, iii) project design, iv) feasibility of the project

References:
[1] https://www.utc.edu/nursing/pdfs/classes/rubric-reflections.pdf
[2] https://www.adelaide.edu.au/rsd/examples/A3_Stage_2_report_rv2.pdf
[3] http://earlycollegeconference.org/wp-content/uploads/2014/12/Portfolio-Rubric-for-Reflection.PRINT_.pdf

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