

Name:	BISUÑA, Justin G.	Section	SCORE	DATE SUBMITTED
Teacher	MR. Gerald Gamboa	12 - _E_	/20	

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 5.
 - 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)

Discussion:
This photo was taken by me, Justin Bisuña. This is a bag of shredded paper and it was used as another binding agent in the production of banana briquettes. It is vital in keeping the mixture in place to make it a solid material good for cooking.



Photo 1 (taken by Justin Bisuña)

Discussion:
This photo was taken by me, Justin Bisuña. This is the picture of my classmates and I planning for the display of our Capstone Expo. This was led by one of the Executive Committee members, Miguel Camacho.



Photo 1 (taken by Justin Bisuña)

Discussion:

This photo was taken by me, Justin Bisuña. This is one of the important parts of the Expo Display making which was visualizing what to put for display. We can see my classmates help in arranging chairs for the individuals of Sitio Makabuhay to sit on when listening to the presentation of my classmates during the event.



Photo 1 (taken by Yeye Dela Cruz))

Discussion:

This photo was taken by Yeye Dela Cruz. Here, we can see our leader, Kaitlyn Llanes, direct and teach the individuals from Sitio Makabuhay on our project's importance and uses. This is one of the vital parts of the event as our main beneficiaries, Sitio Makabuhay, will finally see the much awaited projects that can potentially help the community in many ways/

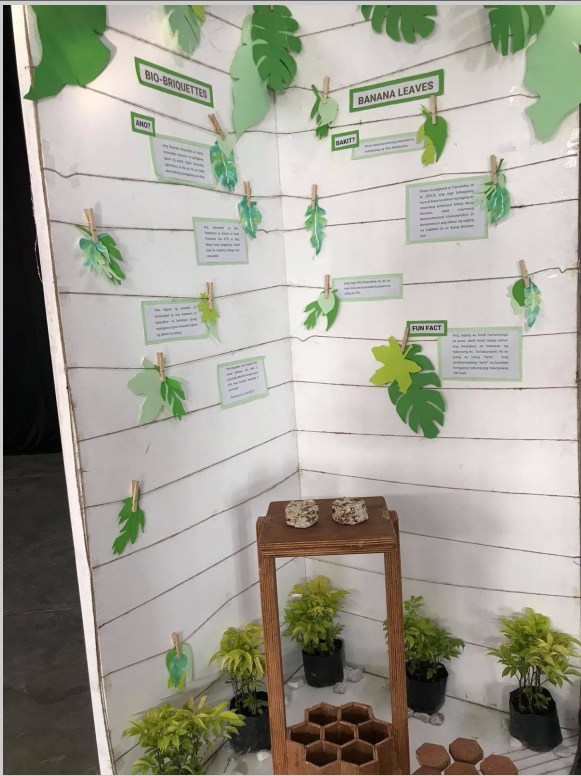


Photo 1 (taken by Yeye Dela Cruz)

Discussion:

This photo was taken by Yeye Dela Cruz. This was the briquette press made by our class. This is important in making the banana briquettes as it helps mold and shape the mixtures. Additionally, this machine helps in the production of hexagonal shaped briquettes to increase efficiency in terms of storage and burning time.

Photo 1 (taken by _____)

Discussion:

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

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<p>Questions: What are the challenges you encountered in Cycle 5 activities? These challenges may be personal or group (<i>undefined goals, scope changes, inadequate skills for the project, lack of accountability, poor communication, etc.</i>).</p>	<p>Questions: What are the solutions you executed in response to the challenges you've experience in Cycle 5? These solutions may be suggested by an expert, adult, or found in any sources.</p>
<p>Discussion: The challenges I faced in Cycle 5 were group participation in meetings and creativity designs for the display of the Research Expo.</p>	<p>Discussion: The solutions to these problems were reminding each and everyone the goal we are all trying to achieve and to help them go back to their objective ways as one team. In lieu with this, working as a team and brainstorming ideas was key to producing a creative outcome for the display of the Research Expo.</p>

<p>Question: How are the activities of Cycle 5 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.</p>
<p>Reflection: The activities of Cycle 5 provided a goal oriented, active, and collaborative learning environment as each and everyone of us managed to achieve the goal in presenting the community our project and achieving our goal in helping this community improve as a whole in finance and education.</p>

Table 1. Grading Rubric for Status Report

CRITERIA	4	3	2	1
PART I (<i>The students embark on inquiry* and so determine a need for knowledge/understanding, and perform necessary processes to meet stated project objectives.</i>)				
Documentation	<ul style="list-style-type: none"> There are at least 5 different photos taken at different activities showing himself/herself in participation/doing the research. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> There are less than 5 different photos taken. Two or three photos are NOT presented properly or no photo credit. 	<ul style="list-style-type: none"> There are less than 5 different photos taken. All photos are NOT presented properly or no photo credit.

	<ul style="list-style-type: none"> • All photos are presented properly and with photo credit. 	<ul style="list-style-type: none"> • One photo is NOT presented properly or no photo credit. 		
Discussion	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 current risks are presented. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Little valid technical reasoning in report is presented. • Few discussions whether and where the project is on track. • Less detailed discussion on unexpected results and current risks are presented. 	<ul style="list-style-type: none"> • 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.
Approaches to solve the challenges encountered.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The reflection explains the student’s own thinking and learning processes, as well as implications for future learning. 	<ul style="list-style-type: none"> • The reflection explains the student’s thinking about his/her own learning processes. 	<ul style="list-style-type: none"> • The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process. 	<ul style="list-style-type: none"> • The reflection does not address the student’s thinking and/or learning.
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* 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_nv2.pdf
 [3] http://earlycollegeconference.org/wp-content/uploads/2014/12/Portfolio-Rubric-for-Reflection.PRINT_.pdf