

Name:	BISUÑA, Justin G.	Section	SCORE	DATE SUBMITTED
Teacher	Sir Gerald Gamboa	12 - _E_	/20	February 16, 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 3.
- 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 ©Andrea Siaton)

Discussion:

This photo was taken by Andrea Siaton. This was when Aidric and I were counting the amount of money we have left in the class funds. Being a finance member, it's very nerve wracking to be holding such huge amounts of money that is owned by almost 35 people. Thus, it helps train my responsibility in terms of managing money.



Photo 1 (taken by Justin Bisuña)

Discussion:

This photo was taken by me, Justin Bisuña. During this time, we were tearing banana leaves in order to produce the banana briquette mixture. With this, we can continue on with our procedure in making this project a success.



Photo 1 (taken by Justin Bisuña)



Photo 1 (taken by Aidric Montes)

Discussion:
This photo was taken by me, Justin Bisuña. In this, one of the executive committees, Miguel Camacho, was sharing reminders for the whole class. He reminded us that we needed to give our contribution for the fund of the project and he showed how much we currently have.

Discussion:
This photo was taken by Aidric Montes. This time, we were tearing banana leaves and it reminded me how what we were doing was very important as this is the main ingredient of our banana briquettes. We were in the process of producing such products that will greatly help the community of Sitio Makabuhay improve as a whole.



Photo 1 (taken by Justin Bisuña)

Photo 1 (taken by _____)

Discussion:
This photo was taken by me, Justin Bisuña. Here, two members of the executive committee were sharing their insights on the initial form of the bio briquette press. It is vital to have it double, if not triple, checked as a proper machine is very important in producing the briquettes into a shape and mold that is most efficient for use of the community.

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

Actions: What are the challenges you encountered in Cycle 3 activities? These challenges may be personal or group (*undefined goals, scope changes, inadequate skills for the project, lack of accountability, poor communication, etc.*).

Discussion:
During Cycle 3, I saw challenges such as poor communication and undefined goals. Some days, we weren't sure what to do. Another day, some of us made decisions without the whole class knowing.

Actions: What are the solutions you executed in response to the challenges you've experience in Cycle 3? These solutions may be suggested by an expert, adult, or found in any sources.

Discussion:
The solutions to these problems are plainly actively updating everyone on choices made for the project and just having a defined goal for everyone to achieve. Without these, the problems the whole class goes through will just get worse. Solving these problems require a team effort, not just as an individual.

tion: How are the activities of Cycle 3 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 enthusiasm to work as a team provided a great environment for learning as everyone wanted to get this project done. This kind of environment will greatly mold skilled individuals in the field of research as a focused goal will highly

result in the success of the project. With this, I managed to enhance my skills on people management and money management as the project heavily relied on the team effort and it was greatly shown in this cycle.

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.• All photos are presented properly and with photo credit.	<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.• One photo is NOT presented properly or no photo credit.	<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.
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 <i>(students critically evaluate information/data/ideas, their approaches and results, and react appropriately)</i>				
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	<ul style="list-style-type: none">• Most aspects of approach are presented in appropriate depth.• Numerous appropriate references (related	<ul style="list-style-type: none">• Few aspects of approach are presented in appropriate depth.• Several appropriate references (related studies,	<ul style="list-style-type: none">• Aspects of approach are minimally presented.• No or inappropriate references (related studies, recommendations from experts, and scientific

	(related studies, recommendations from experts, and scientific evidence) are used to inform project approach. <ul style="list-style-type: none"> • Approach is highly effective and elegant solution to identified challenges. 	studies, recommendations from experts, and scientific evidence) are used to inform project approach. <ul style="list-style-type: none"> • Approach is highly effective solution to identified challenges. 	recommendations from experts, and scientific evidence) are used to inform project approach. <ul style="list-style-type: none"> • Approach has some issues which affects its feasibility. 	evidence) are used to inform project approach. <ul style="list-style-type: none"> • Approach is flawed in conception and is infeasible.
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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_rv2.pdf
[3] http://earlycollegeconference.org/wp-content/uploads/2014/12/Portfolio-Rubric-for-Reflection.PRINT_.pdf

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