



The APL Assessment Rubrics for Unit Titled ‘Investigating pigs and what they produce’

Audience: Teachers

STUDENT TASK 1:

The task is to work in small groups to find out more about how pigs are raised and grown to produce food. The task is to research, record and collect information about pigs and what pigs need to grow on a farm. Students are to think creatively. They might, write and draw, record and video, or design and make a model of a pig farm accompanied by a text about how pigs are grown, raised and cared for on farms.

PROJECT RUBRIC:

Level 4	Level 3	Level 2	Level 1
Pairs have created and communicated all information about how pigs are raised and grown to produce food.	Pairs have created and communicated most of the information about how pigs are raised and grown to produce food.	Pairs have created and communicated partial information about how pigs are raised and grown to produce food.	Pairs have created and communicated little information about how pigs are raised and grown to produce food.
The content showed clear evidence of research about how pigs are raised and grown to produce food.	The content showed some evidence of research about how pigs are raised and grown to produce food.	The content showed limited evidence of research about how pigs are raised and grown to produce food.	The content showed little evidence of research about how pigs are raised and grown to produce food.
Their presentation of ideas was communicated clearly and efficiently.	Their presentation of ideas was mostly clearly and efficiently communicated.	Their presentation of ideas was somewhat clearly and efficiently communicated.	Their presentation of ideas was not clearly and efficiently communicated.
They made creative use of language, digital technologies, and/or the arts to illustrate their subject.	They made creative use of language, digital technologies, and/or the arts to illustrate their subject.	They made some use of creative use of language, digital technologies, and/or the arts to illustrate their subject.	They made little use of creative use of language, digital technologies, and/or the arts to illustrate their subject.



They were able to answer all questions asked.	They were able to answer most questions asked.	They were able to answer some questions asked.	They were able to answer few questions asked.

STUDENT TASK 2:

The task is to explore if their family uses food produced by pigs, how and for what purpose. The task is to interview a family member to find out what pork products they eat and their favourite pork recipe. Students are to use the information they have gathered to construct a video or slideshow for the research being undertaken. Some students may choose a low-tech or no-tech option and write a recount of the interview, photograph the pork products used by the family and copy the family's favourite recipe. Students share a presentation of the pork foods used in the family and their favourite pork recipe.

PROJECT RUBRIC:

Level 4	Level 3	Level 2	Level 1
Pairs have created and communicated all information about to explore their family's use of food produced by pigs, how and for what purpose.	Pairs have created and communicated most of the information to explore their family's use of food produced by pigs, how and for what purpose.	Pairs have created and communicated partial information to explore their family's use of food produced by pigs, how and for what purpose.	Pairs have created and communicated little information to explore their family's use of food produced by pigs, how and for what purpose.
The content showed clear evidence of research about their family's use of food produced by pigs, how and for what purpose.	The content showed some evidence of research about their family's use of food produced by pigs, how and for what purpose.	The content showed limited evidence of research about their family's use of food produced by pigs, how and for what purpose.	The content showed little evidence of research about their family's use of food produced by pigs, how and for what purpose.
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They were able to answer all questions asked.	They were able to answer most questions asked.	They were able to answer some questions asked.	They were able to answer few questions asked.