

# The APL Assessment Rubrics for Unit Titled 'Investigating pigs and what they produce'

**Audience: Teachers** 

#### **STUDENT TASK I:**

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



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



ideas was communicated	ideas was mostly clearly and efficiently	ideas was somewhat clearly and efficiently	ideas was not clearly and efficiently
clearly and efficiently.	communicated.	communicated.	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.