

AUTHENTIC PROGRESS ASSESSMENT OF 10TH GRADERS' PROJECT WORK

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Abstract

Project-based learning is a teaching method in which students gain knowledge and skills by performing a complex learning tasks with a combination of theory and practice, individual and cooperative work to create products in a certain time period. In English classes, project work encourages students to think critically beyond the boundaries of the classroom, helping them improve their language competence, their positive attitudes and other skills necessary for success in their lives. Although project-based activities have been designed in English textbooks in Vietnam, teachers face many difficulties in teaching and choosing methods suitable for assessing students' project work. Therefore, this workshop will give the guideline on conducting project-based learning and introduce useful tools for evaluating students' project by using checklists and rubrics. A lesson plan for a project activity in English textbook for grade 10 and criteria for assessing students' project work will be provided in the workshop.

Key words:

Project-based learning, project work, criteria, rubrics, checklists, project teamwork plan

1. Introduction

Testing and assessment are essential components of the training process to ensure that all collected information must be objective, smooth and prompt. Through testing and assessing, learners and teachers become aware of results of their work in order to promote or to adjust teaching and learning activities to meeting the standards and desired outcomes. The Ministry of Education and Training of Vietnam (MOET), in the Official Document 5333 / BGDDT-GDTrH, issued on September 29th, 2014, gave a clear guideline on implementing language performance-driven assessment for English subject at high schools since the academic year 2014-2015. In addition to the specific guidance on types and methods of evaluation, forms of testing and an orientation for practice assignments in the English curriculum are emphasized with the aim at motivating students to transfer language knowledge and skills acquired from the classroom to their real world. According to this document, products that students gain from the practice activities may be one writing paper or one video clip performed by students in English; it can also be a portfolio, a journal or a project presented by students with the teacher's guidance (p.2).

To successfully carry out the mentioned tasks, teachers of English at high schools have been equipped with positive teaching methods and various forms of assessment in order to develop students' language competence. However, actual observations of English classrooms and informal interviews with teachers who have been using the new English textbooks for 10th graders reveal that the teachers are less likely to use positive methods to evaluate students' language performance such as project-based learning and assessment. Although project activities have been compiled and designed in the English textbooks, teachers still face many difficulties in giving instructions and assessing students' project work. Therefore, this paper focuses on how to successfully effectuate project assignments in English classrooms at high schools in Vietnam. Furthermore, rubrics, checklists and teamwork plans will be introduced as useful tools for evaluating students' projects. The guideline on conducting project-based learning will be also presented with a demo lesson plan for a project assignment in English textbook for grade 10 and criteria for assessing students' project work

2. Features of project assignments in Tieng Anh 10

The English textbook for 10th graders named Tieng Anh 10 is the first of a three-level English language set of textbooks for Vietnamese upper secondary schools. It follows the systematic, cyclical and theme-based curriculum approved by the Minister of Education and Training on 23rd November 2012. The aim of this set of textbook is not only to provide students with language knowledge: vocabulary, grammar and pronunciation but also to completely develop students' communicative competence in four language skills: listening, speaking, reading and writing (Hoang et al., 2013, p. 3).

The Student's Book consists of 10 learning units. At the beginning of each unit, the learning contents consisting of the language points and subskills to be taught are stated. Each unit is orderly divided into five sections including (1) Getting started, (2) Language, (3) Skills: Reading, Speaking, Listening, Writing, (4) Communication and Culture, and (5) Looking back & Project.

The project assignment is designed in the last part of the unit with an aim at providing students with an opportunity to apply the language and skills they learnt throughout the unit to perform a task in a realistic situation. Students are asked to do a survey or research to get real information about their friends, their neighbourhood or to broaden their knowledge about the world. The project tasks are developed and their team spirits are enhanced. Much of the work for

the Project is to be done outside the class, at home or during break time. The teacher can spend some time for students to share the results of their project work in class (Hoang et al., 2013, p.8).

The following table shows detailed project activities designed in Tieng Anh 10.

Unit	Theme	Topic	Project
1.	Our Lives	Family Life	Doing a survey on family life of the students in the class
2.	Our Lives	Your Body and You	Doing a survey on the importance of categories in staying healthy
3.	Our Lives	Music	Doing research on a Vietnamese folk song and a Dangdut song
4.	Our Society	For a Better Community	Making a plan to help a person/ a place in need in the students' community
5.	Our Society	Inventions	Describing an imaginary invention
6.	Our Society	Gender Equality	Doing a survey about gender equality in the class/ school
7.	Our Environment	Cultural Diversity	Preparing a presentation about some aspect of Vietnamese culture
8.	Our Future	New Ways to learn	Doing a survey to find out how students use electronic devices to learn English
9.	Our Environment	Preserving the Environment	Preparing a presentation about environmental problems of the local area and an action plan to deal with them
10.	Our Environment	Ecotourism	Doing a survey to find out students' experience in ecotourism

By doing the Project students have chance to explore real-world problems, simultaneously develop cross-curriculum skills while working in small collaborative groups. For example, after being provided with key language terms and knowledge concepts of four types of pollution namely air pollution, soil pollution, water pollution, noise pollution from the Unit 9: *Preserving the Environment*, students are asked to conduct a project by doing the following tasks in turn.

1. Imagine the area in which your school is located has suffered from environmental pollution. Work in groups

- Discuss one type of pollution and its causes and effects on the natural environment and the health of the local people.
- Find some pictures/ photos to illustrate the pollution problem.
- Write some practical advice on how to reduce this type of pollution and an action plan.

2. Prepare and give a presentation to your class. (Hoang et al., 2014, p. 47)

It is clearly seen that the project assignment inspires students to obtain a deeper knowledge of the topic that they are studying and to apply what they have already known to their real world by planning a specific action. In the Unit 9, students acquire their understandings about negative impacts of the pollution problem and give solutions to protect the environment in their school or community.

3. Benefits and challenges of PBL in English classrooms of 10th graders

Project-based learning (PBL) is known as a dynamic approach to teaching English as a foreign language in which students are encouraged to develop their high-order thinking skills and apply what they learn to their real-life experiences. This method also touches student interests and abilities because students can choose their team members and carry out a project according to their own learning styles and aptitudes. For instance, students with visual learning styles are interested in drawing or using images to illustrate their understandings while linguistic learners loves using verbal languages to show what they think. If kinesthetic learners who take in information best by bodily action often have difficulties in traditional classroom settings, project-based learning may be a good choice for them because they can use English while doing hands, and doing role play or other acting activities. In a PBL class, in addition, encouraging students to complete their projects by using their multiple intelligences can prevent students from getting bored.

Project-based learning strategies involving students in exploring authentic problems related to their real situations enhance the value of learning (Blumenfeld et al., 1991). For instance, the core value students can obtain from the Unit 9 is that they will become proud of themselves as they can work together to talk about how modern life affects the natural environment and to suggest methods to reduce the damage and to preserve the natural environment. Furthermore, PBL provides opportunities for students to compile and analyze the information from the media or from instructional activities in class to illustrate their project products. The process of searching materials necessary for the project shows evidence of student engagement with issues raised in the lesson. Incorporating project work, in addition, students express their increased self-esteem and positive attitudes toward learning and enhance a high degree of autonomous self-studying (Fragoulis 2009).

PBL promotes students' 21st Century skills that will be valuable for young people to have in today world such as problem solving, critical thinking, collaboration, communication, creation, and high-tech utilization. Bell (2010) states that PBL enables students to develop a variety of strategies critical for their success in the twenty-first century. "Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From gleaning new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction (p.39)." If students, in a PBL class, are guided and mentored by an experienced teacher, they will be able to become responsible for their own learning and to control their learning process.

Teachers who apply project assignments to their English classes find that PBL is an important model of teaching to perform learner-centered methods in which teaching perspectives emphasize interactive and purposeful activities and develop integrated skills to lead to optimal communication in English. PBL makes a valuable contribution to combine language knowledge with language use, thoughts with actions, school and society. This approach motivates students to actively participate in training individual thinking capability, creative energy, the sense of responsibility and team work. PBL is also an innovative teaching model in which students acquire self-knowledge through their experience of language areas and content of subject matters with a guide and consultation from teachers.

EFL teachers find PBL a fun, engaging and effective way for students to learn. However, It is difficult for most teachers to design specific instructional activities for projects to gain desired outcomes according the standards. Teachers who teach English to 10th graders claim that although the guideline on how to teach the project activity in the textbook is described in the

teacher's book, the guideline just lists some basic instructional activities in order rather than indicating specific ways to successfully implement PBL in their classrooms. Teachers themselves feel confused in teaching the project section. Many teachers do not know how to guide students to carry out their projects and present their final work in English to meet the requirements. Organizing PBL matching a limited period of time in the classroom is also a major challenge for English teachers.

Findings from classroom observation, talking and working with teachers and students who are directly teaching and learning English according the new curriculum for upper secondary education show that the instructors and the learners still face a number of difficulties and challenges in implementing the new teaching program in which project assignments are highlighted as new points to improve the students' communicative performance. Maybe teachers have not been clearly driven from the Ministry and the Department of Education and Training or the academic board of the school into the implementation of project-based learning. Or maybe teachers do not thoroughly understand the principles and the procedure of a project-based lesson so they could not successfully perform this type of approach. Sometimes, teachers are not fully aware of the benefits of PBL, so they ignore or miss these meaningful activities. Many teachers also said that it is too hard for them to conduct the Project in the new textbook, especially in big classes in which students have multiple English proficiency levels or poor attitudes to PBL. Some of teachers think that projects assigned in the textbook sometimes are not suitable for their classes because they have limited materials or lack of background knowledge about the project they intend to teach.

The most difficulty in promoting PBL in English classroom is that teachers seem not to know how to assess student project work or what tools should be used for project evaluation. Creating criteria for project assessment such as rubrics, checklists and self/ peer/ teacher assessment forms seem to be new and challengeable for teachers who are using project work as a kind of progress test. Teachers of English are familiar with traditional teaching methods in which a large part of the content they teach is relatively concrete. For example, vocabulary is listed without context and grammatical structures are most commonly taught through worksheets, drills and rote memorization. "Thinking outside of the box and trying to teach these critical skills through a project can be extremely challenging for some teachers (FluentU, 2016)." It is clear to realize that standardized testing is one measure of achievement. However, each standardized test only measures the specific content knowledge it is designed to test while many skills such as the 21st century skills are not measurable through standardized tests. With PBL, assessment is authentic because student's performance can be measured by rubrics (for both oral and written forms of projects). This assignment not only helps the teacher to evaluate academic subject and language proficiency via the student products created during projects but also to understand how well the students work in a collaborative group and how well they contributed, interacted, and tactfully accepted other group members' ideas. However, PBL-related problems for teachers who want to assess their students' projects are to create an evaluation forms for self, peer, and teacher assessment. Moreover, what criteria should be described in the rubric or checklist and how to help students in each group assess individual member's project work are teachers' big concerns.

4. Authentic progress assessment of 10th graders project work

Authentic progress assessment of 10th graders' project work not only means showing score for the final project work but also demonstrates students' growth and performance in English that are closely correlated to stated goals. This kind of assessment is used to evaluate student learning

progress and achievement at the end of a project. To give a correct and constructive feedback to the students' project work, teachers need to use multiple strategies that are different from traditional written papers. These strategies can include performance tasks, teacher observations, personal communications, project checklists, and student and teacher developed evaluation rubrics, and others.

4.1. Rubrics

The most common assessment and evaluation tools used for PBL are web-based rubrics such as Rubistar (free at <http://rubistar.4teachers.org/>) or Rubric Builder (free at http://landmark-project.com/classweb/tools/rubric_builder.php3). Most online rubric builders generate various versions of the rubric and checklist that teachers can print or change the content or evaluation criteria. Some have a rubric calculator, allowing teachers to select appropriate performance indicators and have a grade generated. Although developing meaningful rubrics can be a challenge, teachers can ask students to actively engage with developing the rubrics and the checklists because this activity can help them with their thinking, autonomy and self-evaluation in the process of project completion. "A rubric simply lists a set of criteria which define and describe the important components of the work being planned or evaluated. A given criterion is then stated in several different levels of completion or competence, with a weighted score assigned to each level (Global SchoolNet Foundation)."

4.2. Checklist

Checklist is a set of information or content requirements are needed for a project. Different projects with different goals have different forms of checklist correlating to the learning goals. Therefore, the checklist is meant to be flexible, however the minimum requirements for a project need to be given and the teacher should always remind students to follow the checklist in order to ensure that they are on track when carrying out the project.

4.3. Project teamwork plan

Project teamwork plan is a tool to help students to plan and manage activities in implementing the project. This plan includes a set of tasks that every individual in a group has to do according to his/her interest and aptitude. This plan also helps the group leader and members know their own responsibilities in doing project. The teamwork plan tables can describe each task and how the project will be implemented to achieve the learning objectives, including activities, timeline, responsible person, and comments.

5. Sample project-based learning lesson plan and assessment tools

To solve problems and challenges related to conducting and assessing project work teachers who are using the new English textbook for grade 10 can have a look at the following lesson plan attached with effective assessment tools such as checklists, rubrics and project teamwork plans.

LESSON PLAN

Tieng Anh 10, Book 2, Unit 9: Preserving the Environment, Lesson: Project (p.47) ENVIRONMENTAL POLLUTION

	<ol style="list-style-type: none">1. Imagine the area in which your school is located has suffered from environmental pollution. Work in groups.<ul style="list-style-type: none">- <i>Discuss one type of pollution and its causes and effects on the natural environment and the health of the local people.</i>- <i>Find some pictures/ photos to illustrate the pollution problem.</i>- <i>Write some practical advice on how to reduce this type of pollution and an action plan.</i>2. Prepare and give a presentation to your class.
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A. OBJECTIVES

❖ Language objectives

By the end of the lesson, students will be able to:

- further explore the topic *preserving the environment* and develop their communicative skills,
- use key terms and key grammatical structures related to “environment pollution” to discuss a one type of pollution (air/ water/ soil/ noise pollution) and its causes and effects on the natural environment and the health of the local people,
- apply language knowledge and skills acquired from the unit to give some practical advice on how to reduce this type of pollution and make an action plan for the community.

❖ Content objectives

By the end of the lesson, students will:

- realize serious consequences of environmental pollution for the nature and human lives,
- raise their classmates' awareness of preserving the environment in their community,
- be proud of themselves as they can work together to reduce the risks of pollution by practical actions.

B. LANGUAGE FOCUS

- Key terms: *environmental pollution, climate change, global warming, greenhouse effects, deforestation, preservation, 3R campaign, going green campaign*
- Key grammar/ structure: Use *should, ought to, you'd better, need* to make suggestions, or to give advice on reducing the environmental pollution in the school or in the community.

C. METHODS

Communicative Language Teaching & Project-based Learning

D. TEACHING AIDS

Textbook, board, chalk, a video, posters, pictures, photos

E. PROCEDURE

Step 1: Introduction

a. Contextualize the task

- Ask students to differentiate the four types of pollution that they learnt from the previous lessons.
 - *Can you name the four types of pollution that you gained from the previous lessons?*
 - *What are the causes and effects of each type of pollution on the natural environment and the health of the local people?*
 - *What can we do to reduce the type of pollution?*

- Have students watch a video about causes and effects of the environmental pollution from
<https://www.youtube.com/watch?v=p1KxC-S7QgA>

- Ask students to work in groups and discuss the content of the video, focusing on the definition of the environmental pollution, four types of pollution namely air, soil, water, noise pollution, causes and effects of each type of pollution on the nature and human lives.

- Elicit ideas from each group and increase students' interests about the project assignment they are going to do.

b. Inform the class of the lesson objectives

- Address the objectives of the lesson to the class and emphasize on the core value and language requirements for the project.
- Help students understand the instruction and the procedure for conducting the project. Remind students of the following points:

- o They should discuss to select a typical pollution problem related to their school or their community.
- o Then they brainstorm all necessary information and illustrations related to causes and effects of this type of pollution and arrange them in a logical order on a poster
- o They critically discuss and decide on some advice on how to reduce the risk of this type of pollution.
- o They need to have a good preparation for their presentation on the project.

c. Timeline and assessment

- Allow 1 week for students to work on their project.
- Introduce the form of project teamwork plan, checklist and rubric for project assessment to students. Give a clear explanation to help students understand all requirements before they start doing their project (Appendix 1, 2 & 3).

Step 2: Divide class into groups

- Divide students into groups of 5 according to their concern about each type of pollution
- Have students in each group choose a leader who will assign tasks to the members and monitor teamwork and a note-taker who will be responsible for taking notes of group ideas for later discussions. For example, the group leader has to guide and divide work among members in the group; member 2 is in charge of collecting photos or pictures about the type of pollution; member 3 has a duty in writing the content of presentation; member 4 is responsible for presenting the form of the poster; member 5 who is good at speaking has to make a presentation.

Step 3: Conduct the project

- Encourage students to make a detailed teamwork plan for their project. (*See appendix 1*)
- Elicit the information that should be put on the poster. For example, if students choose collecting rubbish in their neighborhood to reduce the risk of soil pollution, ask them some guiding questions such as where and when they will collect the rubbish, how they will collect it,

what difficulties they may face, what positive effects will be brought to their community, etc.

Step 4: Prepare students for information gathering, compiling and analyzing data

- Guide students how to collect information and pictures for their project. For example, to provide illustrations of the water pollution faced by their community, students need to do a search on the internet, in magazines or newspapers, or they may take photos in their community).
- Remind students that they need to compile, evaluate, and synthesize the relevant information for their project poster. For example, instruct them how to put the information into different categories such as causes, effects and solution to the water/air/noise pollution, and guide them how to decorate or illustrate the poster with photos or pictures they collected.

Step 5: Prepare students for the final activity

- Have students think about the language use, skills, the content requirements, and the format of the final poster display (*see appendix 3*) and oral presentation (*see appendix 2*).
- Encourage students to anticipate questions the audience may ask them about their poster.

Step 6: Present the final outcomes of the project

- Have students present the final outcomes of their work in the project show:
 - o Teacher sets the time for each group to present and rules. For example, each group has 10 minutes to present their project and 3 minutes for question and answer section.)
 - o While one group presents its project, the others observe, tick the checklist and give comments (*see appendix 4*).
- Observe and take notes while groups are presenting their projects.

Step 7: Gallery walk

- Have the class walk around and vote to decide which group had the best poster and the best advice or suggestions.

Step 8: Assess students' work

- Use the rubrics for the project poster and for the oral presentation (*see Appendix 5 &6*).
- Give constructive and positive feedback.
- Praise feasible projects that completely meet the requirements.

Step 9: Give key values

- Ask students the following questions to identify key values after doing the project
 - o *What have you learned today?*
 - o *What is the value of your project?*
 - o *How do you feel about your project?*
 - o *When do you intend to carry out your plan?*
- Encourage students to talk about practical advice based on their real problem and their own ability.

F. SELF-EVALUATION

APPENDIX 1**PROJECT TEAMWORK PLAN**

Project Name			
Team Members			
Product:		Due Date:	
Task <i>(Activities need to be done)</i>	Person responsible <i>(A responsible person must be identified for each action step)</i>	Timeline <i>(An expected completion date)</i>	Comment <i>(Comments are optional.)</i>
1.			
2.			
3.			
4.			
5.			
6.			

APPENDIX 2**GUIDELINES ON ORAL PRESENTATION**

Name of the Project: _____

Names of the Group members: 1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

I. INTRODUCTION

1. Group members
2. Introducing name of project
3. Reasons for choosing this type of pollution

II. CONTENT

- A. Causes
- B. Effects
- C. Solutions/ Advice

III. CONCLUSION

1. Concluding the contents
2. Giving some key values

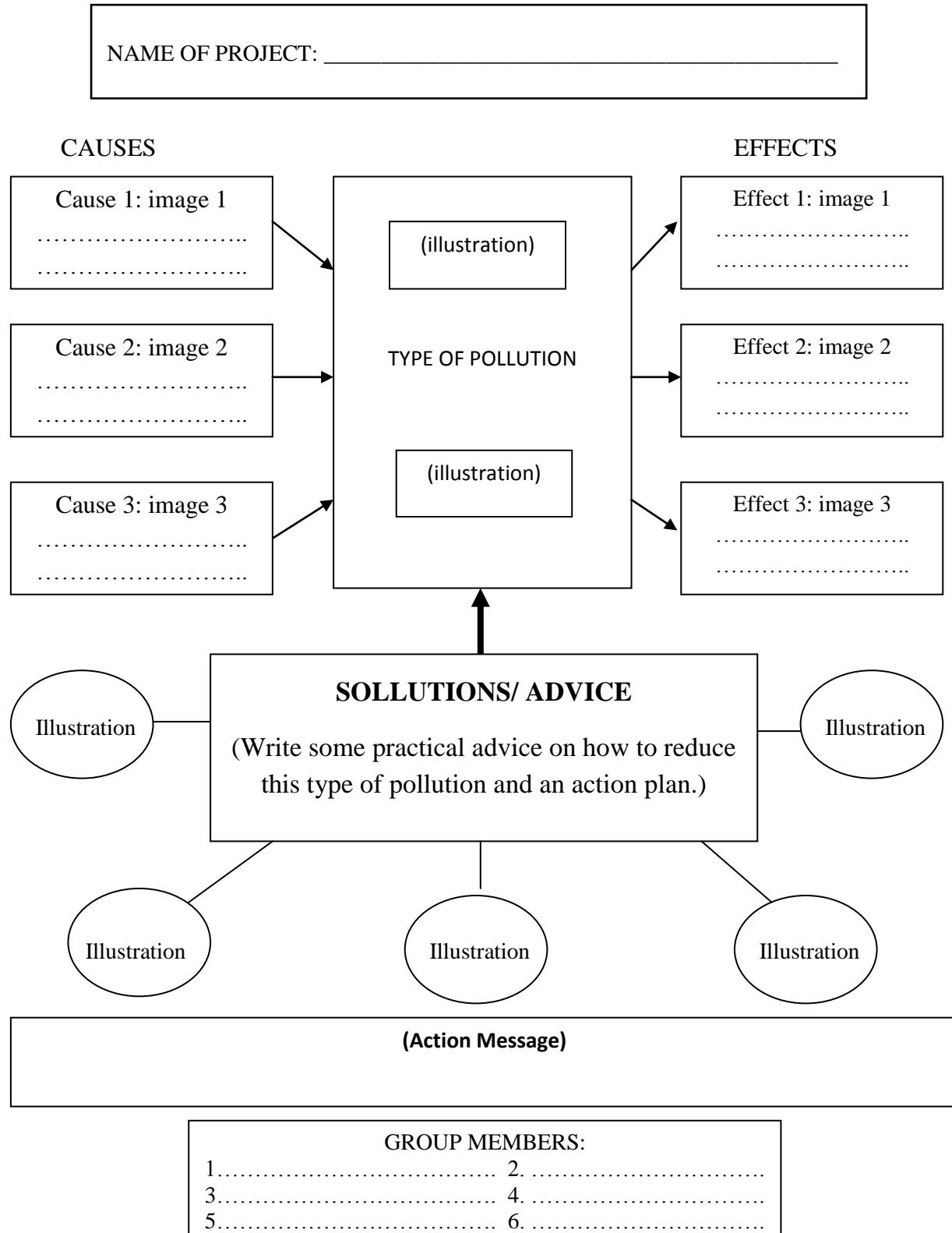
IV. QUESTIONS AND ANSWERS

Answer questions related to the topic from the teacher and the audience.

APPENDIX 3

GUIDELINES ON POSTER LAYOUT

Your PROJECT POSTER may follow the layout below (or you may create your own)



APPENDIX 4

CHECKLIST FOR POSTER			
Project: _____	Group: _____	Teacher: _____	Class: _____

MARKING CRITERIA		YES (✓) / NO (X)	COMMENTS
NAME OF THE PROJECT	Have you chosen one type of environmental pollution?		
PREPARATION	Have you had a group leader?		
	Have your leader assigned tasks to all members?		
	Have your group listed tasks and plans that you intend to do?		
	Have you searched the information from magazines, newspapers, the Internet, or libraries?		
	Have you taken your own photos of your community?		
	Have you compiled, evaluated, and synthesized the relevant information?		
DISCUSSION	Have you discuss the type of pollution in terms of: - Causes? - Effects? - Solutions/ advice? - Others?		
	Is your advice practical and helpful to your community?		
ILLUSTRATION & TEXT	Are illustrated picture/ photos eye-catching meaningful, and understandable for the addressed pollution problem		
	Handwriting on the poster is neat and easy to read?		
	Are items of importance on the poster are clearly labeled with labels that can be read from at least 4 meters far?		
DESIGN	Does your poster include: - title of the project? - name of group members? - main contents with causes, effects and solutions/ advice? - main contents with headings and sub-headings?		
	Have you illustrated the causes and effects with pictures/ photos?		
	Have you designed the poster in a logical order?		

APPENDIX 5

POSTER RUBRIC					
	Teacher: _____	Group: _____	Class: _____	Topic: _____	
Criteria	4	3	2	1	Score
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is not included on the poster.	Several required elements were missing.	
Graphics & Texts	All graphics and texts are related to the topic and make it easy to understand.	All graphics and texts are related to the topic and most make it easy to understand.	Some graphics and texts do not relate to the topic and it is not easy to understand.	Many graphics and texts do not relate to the topic and it is very difficult to understand.	
Attractiveness & Organization	The poster is exceptionally attractive in terms of design, layout, and neatness and the information is very well-organized	The poster is attractive in terms of design, layout and neatness and the information is well-organized.	The poster is acceptably attractive though it may be a bit messy and the information is organized acceptably.	The poster is distractingly messy or very poorly designed. It is not attractive.	
Ideas & Design	Ideas and several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display	Ideas and one or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included and the ideas are not creative at all.	
Mechanics & Grammar	Capitalization punctuation, spelling and grammar are almost correct throughout the poster.	There are 2 or 3 errors in capitalization, punctuation, spelling or grammar on the poster.	There are 4 or 5 errors in capitalization, punctuation, spelling, or grammar on the poster	There are more than 5 errors in capitalization, punctuation, spelling, or grammar on the poster	
Total score					<u> / 20</u>

18-20: Excellent, 16-17: Good, 13-15: Satisfactory, 10-12: Unsatisfactory, <10 redo is required

*(Adapted from
http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=32§ion_id=2&)*

APPENDIX 6

ORAL PRESENTATION RUBRIC		Topic: _____			
Teacher: _____	Group: _____				
CATEGORY	4	3	2	1	SCORE
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
Comprehension	Student is able to accurately answer almost all questions posted by classmates about the topic.	Student is able to accurately answer most questions posted by classmates about the topic.	Student is able to accurately answer a few questions posted by classmates about the topic.	Student is unable to accurately answer questions posted by classmates about the topic.	
Clear speech and pronunciation	Speaks clearly and distinctly all (100-90%) the time, and mispronounces no words.	Speaks clearly and distinctly most (89-75%) the time, but mispronounces 1, 2, or 3 words.	Speaks clearly and distinctly about 74-60% of the time. Mispronounces no more than 5 words	Often mumbles or cannot be understood OR mispronounces more than 7 words.	
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic with the others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic with the others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat pretended.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	
Preparedness	Student is completely prepared and has fully rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	
Total score					_____ / 20

18-20: Excellent, 16-17: Good, 13-15: Satisfactory, 10-12: Unsatisfactory, <10 redo is required

(Adapted from <http://rubistar.4teachers.org/index.php?screen=CustomizeTemplatePrint&>)

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