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## **Alternative Assessments for Project-Based Lessons: Using the Final Task to Assess (Part 2 of 3)**

In [Part 1](#), we shared how the entry point of a project – the Enquiry Question – can be used not just to engage our students in projects right from the beginning, but to also assess their progress and assimilation of knowledge. In Part 2 of 3, we’re going to see how the Final Task is just as versatile. It can be used as a summative assessments and – if you’re daring - replace traditional exams. Too good to be true? No even half! This is going to be fun!

### **To give exams, or not to give exams...along with an alternative Final Task**

If you remember from [Part 1](#), we considered whether we have to give traditional quizzes and exams during and at the end of projects even if we are promoting skills that would be difficult to test in such forums. Since we are going to be reviewing different types of Final Tasks - which in theory *are* the summative assessment for a project - we need to consider if traditional exams need in addition.

And so, the answer is the same as in Part 1: to a certain extent, we need to play the game. If, for the moment, our administrators and parents are only able to visualise progress through exam scores, then we make these numbers, letters, and/or percentages available. At the same time, we show how the varied skills promoted in the Final Tasks give a fuller picture of the students’ abilities.

One way to do this proactively is by referring to, and making visible, the conclusions given by the [OECD](#), the [World Economic Forum](#), and [United Nations 2030 Agenda](#) about the most important skills our students need in the professional world they will be facing.

**Top Employability Skills**  
OECD and United Nations' 2030 Agenda

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

**World Economic Forum**  
2025

The pandemic has only increased our dependence on technology, which means that...

85 million jobs will probably be displaced from humans to machines.

Critical thinking and problem-solving top the list of skills that will row in the next five years.

Newly emerging are skills in:

*active learning*  
*resilience*  
*stress tolerance*  
*flexibility.*

When we do this, firstly we will be helping stakeholders to understand that learning through projects is the most viable way of developing these skills. Secondly, we will be giving them a deeper understanding of the validity of assessing these skills through alternative – and yet just as viable – means.

### Assessments through the Final Task

Just as we know that projects promote the development of skills not usually included in traditional exams, a creatively designed Final Task assesses a wide berth of abilities. With careful consideration – and a complete rubric - the Final Task will include various ways to validate and measure the skills your students will have developed.

Want some examples? You've come to the right place. The following are some Final Tasks that you can use as a spring board to give you ideas on even more creative ways of tying up a unit, theme or project. Following each Final Task is a list of only some of the skills that are embedded in the work. Which one could you adapt to your lessons?

#### Final Task 1: Digital Collage

##### **ENQUIRY QUESTION:**

**What if you had the opportunity to show the beauty and the destruction of the planet.**

**What images would you choose?**

##### **FINAL TASK: Digital Collage**

**Students will make their knowledge visible by following the following criteria:**

- ≈ **10 images of the most beautiful places on the planet - at least one from each continent**
- ≈ **10 images of the most polluted places on the planet - at least one from each continent**
- ≈ **Each image accompanied by 1-2 sentences about the culture of the people in that place**
- ≈ **A digital presentation presenting the body of the work, with 15-20 animations included**
- ≈ **A verbal recording and a written explanation of the images (5-8 minutes) with all group members participating equally**
- ≈ **A reflection (written) on the process of working on the project, and the surprises the group found while researching**
- ≈ **A recorded interview with 5-7 people from the community (either in person or a digital platform (Skype, Zoom, Meet, etc.)) on the places they believe are the most beautiful and most polluted**

Some of the skills assessed in this Final Task:

- Linguistic
- Verbal
- Aural
- Artistic
- Discernment
- Interpersonal
- Collaborative
- Organizational
- ICT
- Complex Problem Solving
- Critical Thinking
- Creativity
- People Management
- Coordinating with Others
- Emotional Intelligence
- Judgement and Decision Making
- Service Orientation
- Negotiation
- Cognitive Flexibility

## Final Task 2: Card Game

**ENQUIRY QUESTION:**

**What if you had the opportunity to create a card game that includes the different cultures in the world.**

**How could you make the game exciting and how would you make sure that it is an objective perspective of each culture?**

**FINAL TASK: Physical Card Game**

*The card game will include the following criteria:*

- ≈ Information about 6-10 different cultures
- ≈ Cultural elements including 3-5 of the following: art, language/dialects, clothes, food, music, manners, gestures, gender equality, economic trends
- ≈ Use of primary and secondary colours
- ≈ Linguistic captions and images on each card
- ≈ Written summary (150-200 words) of general cultural similarities and differences
- ≈ Video of group playing the game
- ≈ Instructions written in classroom language
- ≈ Name of the card game
- ≈ Reference to the country of the card game that inspired the game created by this group (research the history of the card game you choose)

Some of the skills assessed in this Final Task:

- Compare and contrast
- Evaluation of values
- Creativity
- Mathematics
- Linguistics
- Discernment
- Kinesthetics
- Artistic
- Summarising
- Sequencing
- Verbal
- Oral
- ICT
- Complex Problem Solving
- Critical Thinking
- Creativity
- People Management
- Coordinating with Others
- Emotional Intelligence
- Judgement and Decision Making
- Service Orientation
- Negotiation
- Cognitive Flexibility

Final Task 3:

**ENQUIRY QUESTION:**

**How could a puppet show clarify advantages and disadvantages of the 2<sup>nd</sup> Industrial Revolution according to socioeconomic standing?**

**FINAL TASK:**

*Students will make their knowledge visible by including the following criteria:*

- ≈ At least one puppet for each member of the group
- ≈ 800-1000 word transcript of the puppet show
- ≈ An equal amount of narration for each puppet/group member
- ≈ Inclusion of 10-15 key elements of the 2<sup>nd</sup> Industrial Revolution (as outlined in the class curriculum)
- ≈ An explanation of 8-10 academic words included in script (taken from Chapter 9 in the Student Book)
- ≈ The puppets represent different economic spheres (lower, middle, upper)
- ≈ Clarification of the impact of the 2<sup>nd</sup> Industrial Revolution according to socioeconomic status
- ≈ 5-7 minute video of the puppet show (with care taken to light the scene clearly and to make the audio understandable)
- ≈ Transcript and video in classroom language
- ≈ The inclusion of one person in the video from outside the student body (a 'guest appearance' from someone from the local community)
- ≈ 250-300 word conclusion on the advantages and disadvantages of the 2<sup>nd</sup> Industrial Revolution depending on your economic situation

Some of the skills assessed in this Final Task:

- Drama
- Art
- Economics
- Social Sciences
- ICT
- Linguistic
- Summarisation
- Discernment
- Evaluation
- Research
- Community service
- Complex Problem Solving
- Critical Thinking
- Creativity
- People Management
- Coordinating with Others
- Emotional Intelligence
- Judgement and Decision Making
- Service Orientation
- Negotiation
- Cognitive Flexibility

Hopefully, these will give you ideas on how creative you can be in designing the Final Task. Moreover, hopefully these are examples you can use to prove all the ways that Final Tasks validate the skills our students will be developing when involved in these projects.

**What is the percentage I give to Final Tasks in my students' overall mark?**

That is your next question, right? Great question. Ready? There's no one correct answer. This is something you'll have to evaluate before, during and at the end of the project.

Not the answer you were hoping for? I know. However, remember the stakeholders? You may need to give the exam more weight in the beginning of the school year, but later on, as everyone becomes more comfortable with Final Tasks and sees them as valid measures of your students' knowledge, the more weight you can put on them.

Want to know more? Part 3 shows how the Content and Language objectives can also be used to give valid assessments.

RESOURCES:

- [World Economic Forum](#) 10 Top Employability Skills
- [Embedded Formative Assessment](#) Dylan Wiliam
- [CLIL Essentials](#)
- [Performance Assessment Resource Bank](#). More ideas for assessments
- [scaffoldingmagic.com](#) A website dedicated to providing dynamic and innovative activities that will help student to transition into new information.
- [The Comprehensive Guide to Creating Phenomenon-Based Learning Projects](#) The steps to create multi-cultural, interdisciplinary and collaborative projects.
- [Teacher Training Videos](#) Videos that teach how to use the most useful educational software available today.