

Project checkpoint: where are you?

40 minutes

The Student Project

Outcome 4.9

WHAT THIS LESSON DOES

In this checkpoint lesson you will review your project milestones honestly using four status labels, identify your biggest gap to a solid draft, and set a clear next target before continuing your build work.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
4.9	Document the planning and research history of the published work.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Check your progress honestly against your milestones and re-plan what has slipped (CBA)
- Mark every milestone done, in progress, not started or set aside on purpose (CBA)
- Name the single biggest gap between you and a solid draft, and set the next target (CBA)

BEFORE THE BELL

- Prepare the four status labels and the three class-sort lines on the board.
- Have the recovery skeleton ready to project for anyone whose plan is missing: 1) Choose topic / angle 2) Gather and judge sources 3) Draft structure / opening 4) Build main piece 5) Check and save. The same list is the support template.
- Student devices or folders with each student's project plan, milestones and research log; recovery skeleton ready to project
- Four status labels and the three sort lines ready on the board
- Student devices or project folders; class way of saving work available; recovery skeleton ready to project
- Student devices or project materials for build time

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HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
15 min	activity	Hands-on: milestone status check
10 min	activity	Your turn: next stretch of build
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Display the four labels prominently and use the three invented milestones as a brisk whole-class sort before private status checks.
- Decouple build from personal review: students start the next target as soon as the status check is saved; you give one-sentence reviews while they work.
- Sample 6-8 students live this period; the rest get a written glance or a next-lesson pass. Priority order: vague labels first.
- Harvest gap types on the board during circulation so Make sense is a sixty-second point-and-name. If the harvest is thin, use the student fallback prompt on the common gap type in the room.
- Focus coaching on the next target without directing content.
- Recovery-skeleton students follow a minimum path this period: label five lines, one gap, one next target, save, start first action only. Deeper rebuild waits for the next checkpoint.

WHAT TO WATCH FOR

- Using vague terms like 'nearly done' instead of the four labels; ask for evidence to select the correct status.
- Skipping the reason for set aside milestones; require a one-sentence explanation.
- Waiting for a teacher review before building; remind students to start the target as soon as the status check is saved.
- Moving to packaging before completing the current target; redirect to the set goal.
- Holding recovery-skeleton students to the full Done standard; accept the minimum path and move rebuild to the next checkpoint.

DIFFERENTIATION

- Support: project the recovery skeleton as a ready-made milestone list for status marking. Minimum path: label the five lines, write one gap and one next target, save, start only the first action of that target.
- Extension: pairs swap next targets and each names one risk that could stop the other person hitting theirs.
- Support: allow paired discussion for the reflect section if individual reflection is challenging; if short on time, use only the first reflect question.