

Assessment Capable Learning and Rubrics Lesson Plan

Academic Outcome: I can identify the components of assessment capable learning.

SEB Outcome: I can pause and listen when others are speaking. (skill previously taught)

Materials: Developing Assessment Capable Learners [infographic](#) and sample rubric for your content area (a rubric you will use early in the school year or all throughout the school year)

<p>Academic Prompt: "Remember, to refer to the rubric to assess your own work."</p>	<p>SEB Prompt: "Remember, yesterday some of us forgot to raise hands and wait to be called on. Raising your hand is a way to show respect to me and your classmates by giving everyone an opportunity to talk."</p>
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Tell/Explain: "Today we are going to learn/review what it means to be an assessment capable learner. Three questions will help guide us this year as we learn new skills and standards.

They are:

- Where am I now?
- Where am I going?
- How do I close the gap?"



Show: "First, let's use the three questions to help us plan a road trip. Where are we going?" Ask students to brainstorm possible destinations. As students share an idea, follow-up with asking them why they picked that location.

Possible answers:

- Visit a family member/friend (miss my family/friend)
- Go to a concert (enjoy music)
- Go for a hike (heard of a new trail to explore)
- Go to a sports game (enjoy watching sports)

"Now, let's think about the next two questions. "Where are we now?" and "How will we close the gap?" What could we use to help us plan the route for our road trip?" Accept reasonable answers. (Map, map app, ask someone who has been there before, etc.)

Academic and SEB Behavior Specific Praise or Correction for Whole Group Discussion:

<p>Academic Praise: "That is a great example of a destination. You did a nice job of providing a</p>	<p>Behavior Praise: "You waited while (insert name) was sharing. Appreciate that!"</p>
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purpose.”	
Correction: “That is a nice idea. Can you expand on why?”	Correction: “(Insert name), you are next up to talk.”

“Just as we use a map or map app to help us plan our route for a road trip, we will use rubrics to help us navigate our learning this year. It’s your turn to look through (insert rubric name here) and become familiar with the layout.” Briefly review the following possible terms related to a rubric:

- Learning Target
- Rubric
- Criteria
- Strong and Weak Work
- Performance Levels (4, 3, 2, 1 or scale you use)

Check for Understanding:

- You could provide an opportunity to respond to check student understanding of the terms and their meanings.
 - Paper
 - On-line - click [here](#) for a KAHOOT example

Practice for Students: Have students work in small groups and have each group put collective answers on one rubric.

<p>Academic Prompt: “As you read through the rubric, circle areas you are familiar with and underline areas you want more information about.”</p>	<p>Behavior Prompt: “Remember, when working in small groups to follow the procedure to give everyone an opportunity to speak.”</p>
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Academic and SEB Behavior Specific Praise or Correction for Small Group Discussion:

(As you walk around the room actively supervising, deliver feedback.)

<p>Academic Praise: “Your group is discussing what each of you know about success criteria. This will help our whole group discussion later.” Correction: “Your group is focusing on the</p>	<p>Behavior Praise: “You all are doing a nice job taking turns; this is respectful in that it gives everyone a voice.” Correction: “How can your group make sure</p>
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content of the rubric. For today's purpose, we are just becoming familiar with the parts of the rubric. Try talking about the first row of a rubric and what you know about its purpose."

that all team members have a chance to share their ideas?"

Closure: Exit Ticket: Why are rubrics important?