Creating Concept and Competency-based Classrooms

Lower Vancouver Island

June 9, 2021
Leyton Schnellert, PhD
UBC

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Land Acknowledgement

I would like to begin by acknowledging that the land that I join you from is the unceded territory of the Syilx (Okanagan) Peoples. I live, learn, and research together with the Land and its inhabitants, human and more-than-human. I am grateful and respectful of this place and the countless generations of Indigenous Peoples who have cared for it. I acknowledge, respect, and honour the enduring presence of all First Nations, Metis, and Inuit Peoples.
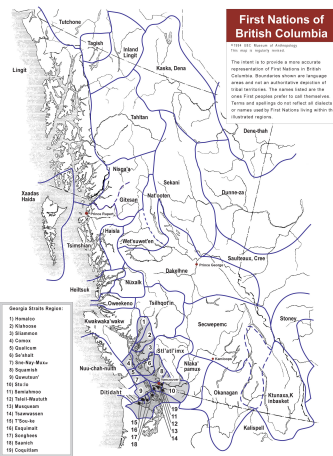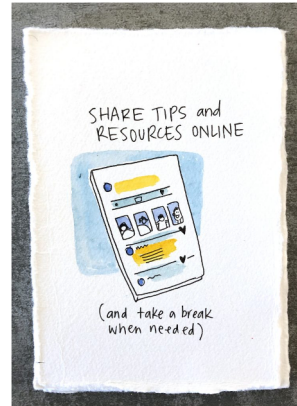
ruralteachers.com

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Our purposes for today...

- Apply a competency-based teaching lens through backward design

- Reground ourselves in the fundamental task of seeing and nurturing competency(ies) in our middle years learners

- Collaborate with colleagues to move y/our practice forward

SHARE TIPS and RESOURCES ONLINE

(and take a break when needed)

Gorgeous work from Sam Bradd @ Drawing Change [click for full set of images!]

3

- Experience the possibilities and features of Liberating Structures for gathering amazingly online

- Connect as colleagues to reflect on our work together this year, support each other, and generate possibilities for our work

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Our (visual) Agenda

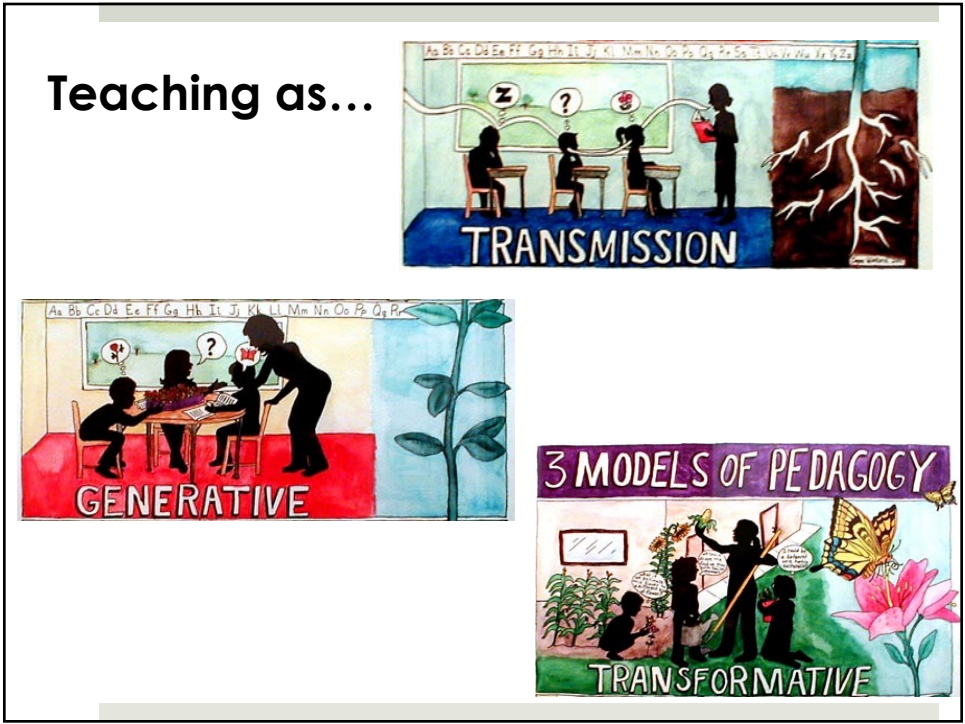Impromptu
Networking

Mad Tea

WELCOME!

Conversation Cafe

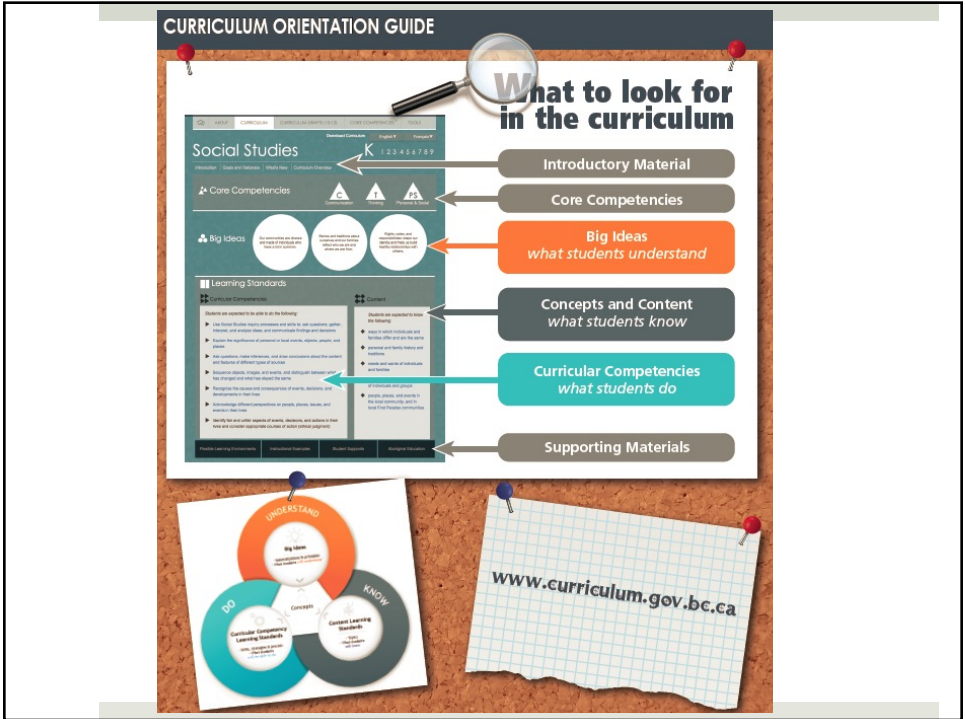Slide credit: Nancy White

5

Essential Questions

- ☐ How can I plan for concept and competency-based learning?

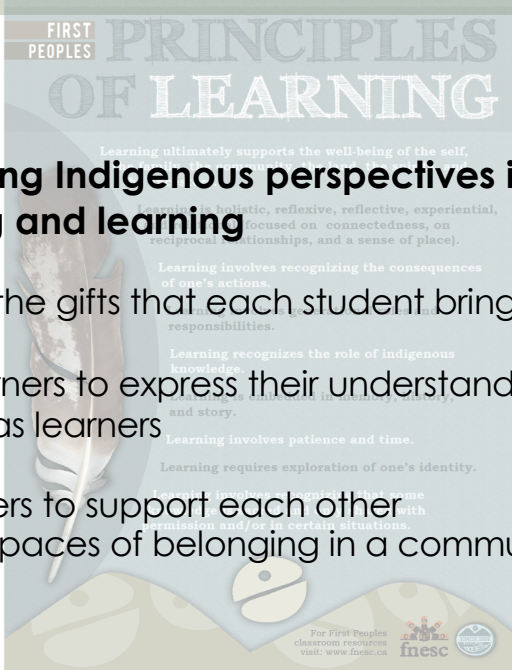- ☐ How might I re-imagine the language I/we use from an equity/diversity/inclusion lens?

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7

8

welcoming Indigenous perspectives into our teaching and learning

- focus on the gifts that each student brings

- invite learners to express their understanding of who they are as learners

- ask learners to support each other creating spaces of belonging in a community of learners

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Concept-based curriculum

Why

- We want students to be strong thinkers, problem solvers, readers, writers and speakers

- We want students to see the world from multiple perspectives

- We want students to act differently because of what they have learned

- The key to understanding is **transfer**

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Concept-based curriculum

- If we remain at the topic and factual level, students stop trying to derive larger principles about what they are learning

- Students' understanding of conceptual relationships should alter how they see the world beyond the walls of the classroom and how they solve problems that occur outside the neat, teacher-constructed parameters of an academic exercise

- Conceptual transfer only occurs when students apply insights about the relationship among concepts to a new scenario.

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Concept-based curriculum

John Hattie's (2012) work supports the claim that conceptual understanding is key to transferring learning to new situations:

"**We come to know ideas**, and then we can be asked to **relate** and **extend** them. This leads to **conceptual understanding**, which can in turn become a **new idea**—and so the cycle continues.
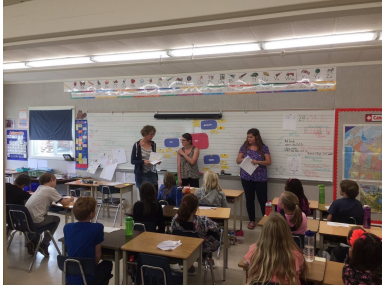
These conceptual transfer only occurs when students **apply insights about the relationship among concepts to a new scenario**. understandings form the "coat hangers" on which we interpret and assimilate new ideas, and relate and extend them (p. 115)."

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Informative assessment

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Literacy assessment

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From Assessment to Instruction
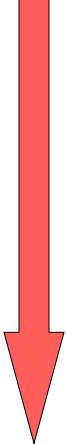
Assess
(against criteria)

What can my students do?

1

Set a Goal
(target)

What do they need?

2

Plan/Teach
(with the goal in mind)

What do I need to teach?

3

Reassess

Is my teaching making a difference?
- did it make a difference?
- what do I need to do now?
   - move on?
      - revisit in a different way?

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Brownlie, Feniak, Schnellert, 2016

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Gradual Release of Responsibility

Modeled — I show, you watch

Shared — I do, you help

Guided — You do, I help

Independent — You do, I watch

Pearson & Gallagher, 1983

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Open-ended strategies

Connect

Process

Transform/ Personalize

(Brownlie, Feniak & Schnellert, 2016; Buehl, 2001; Cook, 2005; Harvey & Goudvis, 2007)

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Three Stages of

Backward Design

Identify desired results.

Determine acceptable evidence.

Plan learning experiences & instruction.

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Impromptu Networking

- Respond to the invitation with a partner
- One round of 2 minutes each
- Randomly Assigned Breakout Rooms
- Use to build quick connections, invite people's voices in, generate initial responses to a question

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Invitation

How have these ideas been influencing your practice?

How are you hoping to deepen your practice today?

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Learning sequences

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Careful attention and deep listening
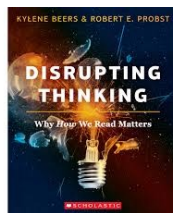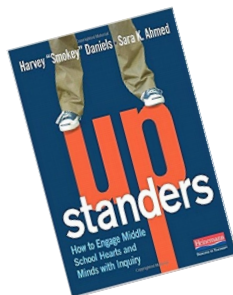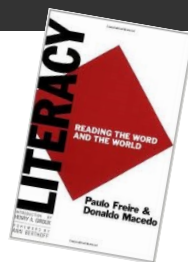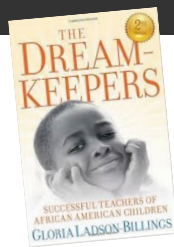
- Seek out our students' perspectives and funds of knowledge and identity

- Sharing responsibility for creating and adjusting the curriculum

- Responsive teaching is an ethical practice where students and teachers are co-learners

- Using diversity-positive and diversity welcoming language

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Lesson Planning

Lesson: _____

Big Ideas or Key Concepts
Students will understand that . . .

Competencies or Strategies
Students will be able to . . .

Connecting	**Purpose:** Engagement. Activate prior knowledge. Predict content. Focus on a purpose for reading. **I/we will . . .**	How can I/we tap into students' interests, offer appropriate challenges, and increase motivation?
Processing	**Purpose:** Construct meaning. Monitor understanding. Process ideas. **I/we will . . .**	How will I/we help students interact with new ideas they encounter?
Transforming and Personalizing	**Purpose:** Process ideas. Apply knowledge. Reflect on thinking and learning. **I/we will . . .**	How can I/we provide learners with alternatives for demonstrating what they know?

Assessment
If students are engaged and I/we have modeled this well, I/we hope that they will . . .

1.   2.

3.   4.

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Open-ended strategies

Connect

Process

Transform/ Personalize

(Brownlie & Close, 1988; Brownlie, Feniak & Schnellert, 2016; Buehl, 2001; Cook, 2005; Harvey & Goudvis, 2007)
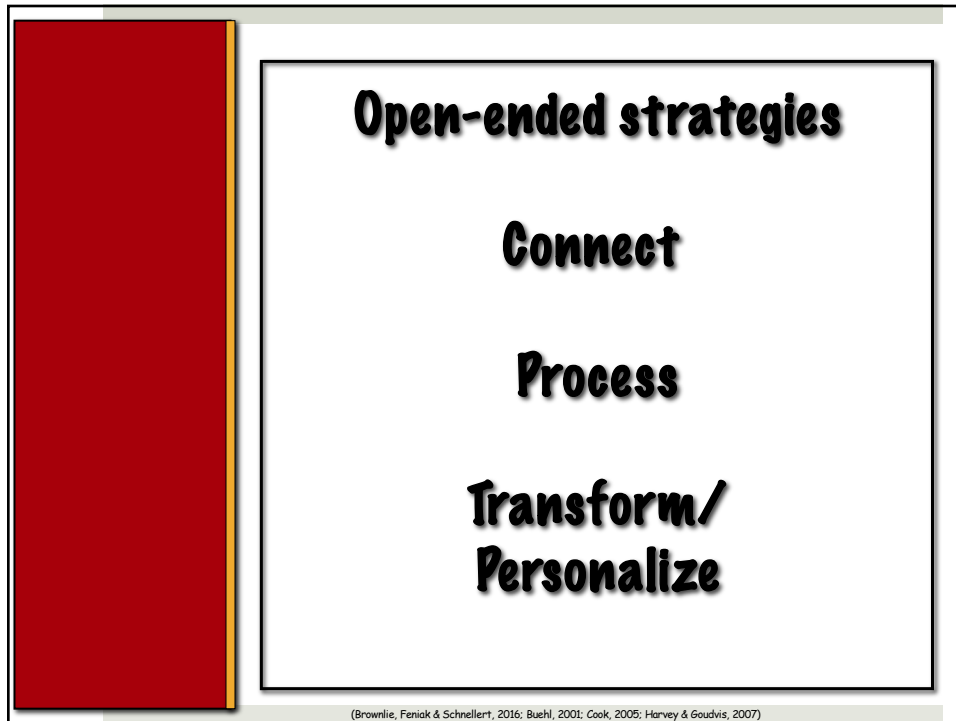
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Gradual Release of Responsibility

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Pearson & Gallagher, 1983

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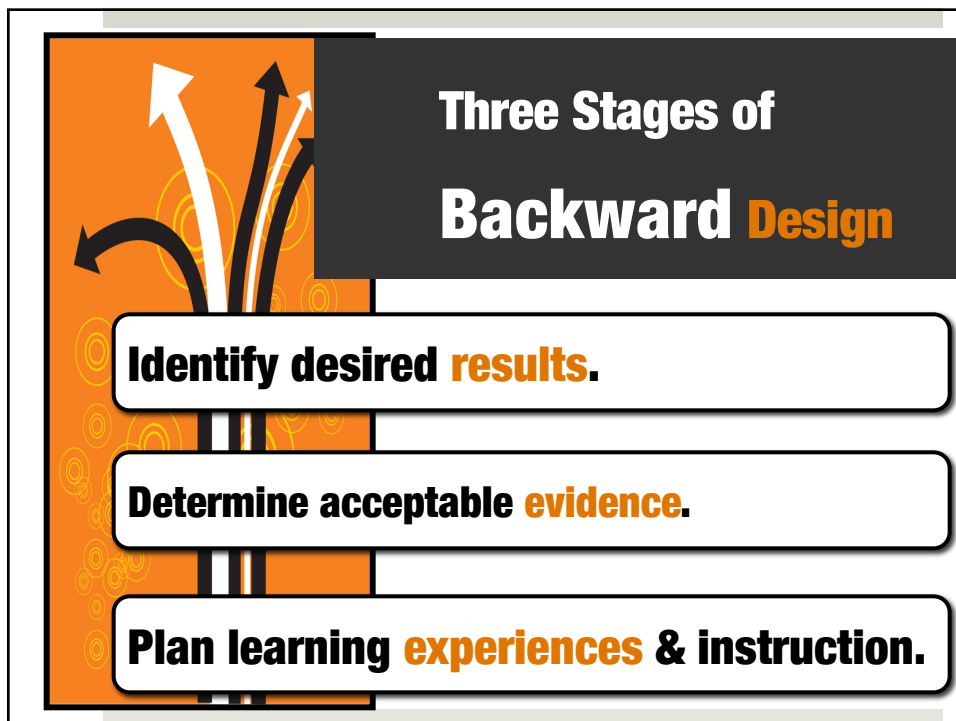# Goals written as learning intentions

- ❑ I can reflect on my learning, identify my strengths, and set personal goals

- ❑ I can read to find key ideas

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Competency Based Classrooms

Tammy Renyard - District Principal, District Team
Jessica Hoyt - Grade 8 Teacher, Gordon Head Middle School
Jayme Forrest, Teacher Candidate, UBC Middle Years Cohort

DISTRICT TEAM

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Virtual Learning Rounds and Example

Link: Virtual Learning Rounds - District Learning Team

- **Final Student Performance Task:**

  ○ What does it…look like…sound like…feel like…to be recognized as an ally by a community?

- **Quick write mini-task**

  ○ Given what you know so far, write to explain the difference between a bystander and an upstander? Use evidence from your life, the text and the world to support your thinking.

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Example: Grade 8 ELA

Curricular Competencies

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Synthesize ideas from a variety of sources to build understanding
- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences

Shared Student Learning Goals

- Justify thinking using evidence
- Develop awareness around thinking, behaviours and actions that are harmful versus helpful
- Understand the differences: bystander, upstander and ally? What does it look like, sound like, feel like to be recognized an upstander? As an ally?
- Identify that the traits of an upstander are present within all of us

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Links to All resources
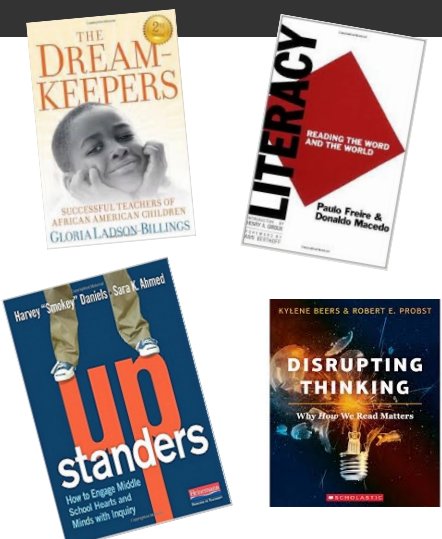
- Literacy Planning Guide - Bystander, Upstander, and Ally
- Classroom SlideDeck
- Student Open sort Activity (Connect Phase)
- Quick Scale: Grade 6-8 Social Responsibility Rubric
- https://humanrights.ca/upstander/#/
- Quick Write Artifacts (mini-task)
- Student Writing Artifacts - Jess Hoyt Grade 8 - GHMS
- Student Writing Artifacts (with co-created criteria) – Vicky Seaburg – Grade 8 – Glanford Middle School
- Examples of Co-created criteria for Lit circles

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Strategic Teaching in the Middle Years		
Connecting	Processing	Transforming/ Personalizing
▸ Work with essential concepts ▸ Activate appropriate background knowledge ▸ Focus interest and sets purpose **Model/ Guide with Students:** Previewing content Previewing text organization	Checking predictions Compare information with prior knowledge Asking clarification questions Summarizing segments of text Identifying contradictions and gaps in knowledge Self-correcting Asking questions about the content	Use of organizational patterns for restructuring information Ask students to represent concept(s) in another mode Assess achievement of purpose Provide opportunities to apply new information Provide opportunities for questions and extension Reflecting in learning
3-2-1 Anticipation Guide What's In? What's Out? Predicting Vocabulary/ PReP Rating Vocabulary Placemat Four Words Think of a Time KWL	Marking/Coding Text Power Notes Cornell Notes Skinny/ 3 Column Notes Placemat Magnet Strategy Mind Map Possible Sentences Think Alouds	Exit Slip Connect Two Pair Analysis Two Column Journal Ideagram/ Visual Cluster Collaborative Summary Frayer Model Critical Timeline Concept Map KWL+

EXAMPLES

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Careful attention and deep listening

- Seek out our students' perspectives and funds of knowledge and identity

- Sharing responsibility for creating and adjusting the curriculum

- Responsive teaching is an ethical practice where students and teachers are co-learners

- Using diversity-positive and diversity welcoming language

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Backward Design

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The curriculum we need
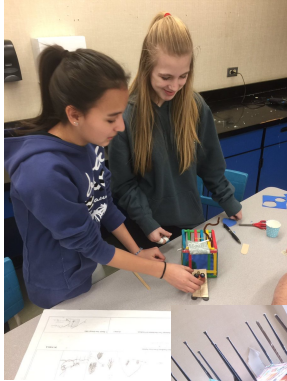
- Deeper learning needs to be *about something*

- Develop knowledge and competence over time

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Backward Design

- Building interest over time

- Working with a big idea – foundational knowledge to a field or discipline

- Engaging learners in a quest

- Repeatedly tapping into background knowledge, making connections, and seeking diverse resources, information, perspectives

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The bigger picture
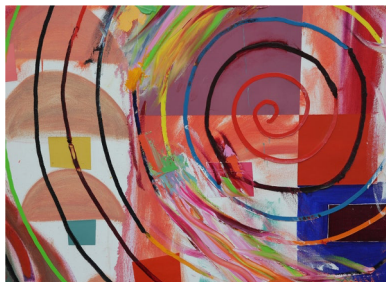
- Working with a **big ideas** allows for inquiry and exploration

- Permission to uncover, instead of cover, content

https://vernoncommunityschool.files.wordpress.com/2016/02/math-mag-social-justice-pdf.pdf

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Three Stages of

Backward Design

Identify desired results.

Determine acceptable evidence.

Plan learning experiences & instruction.
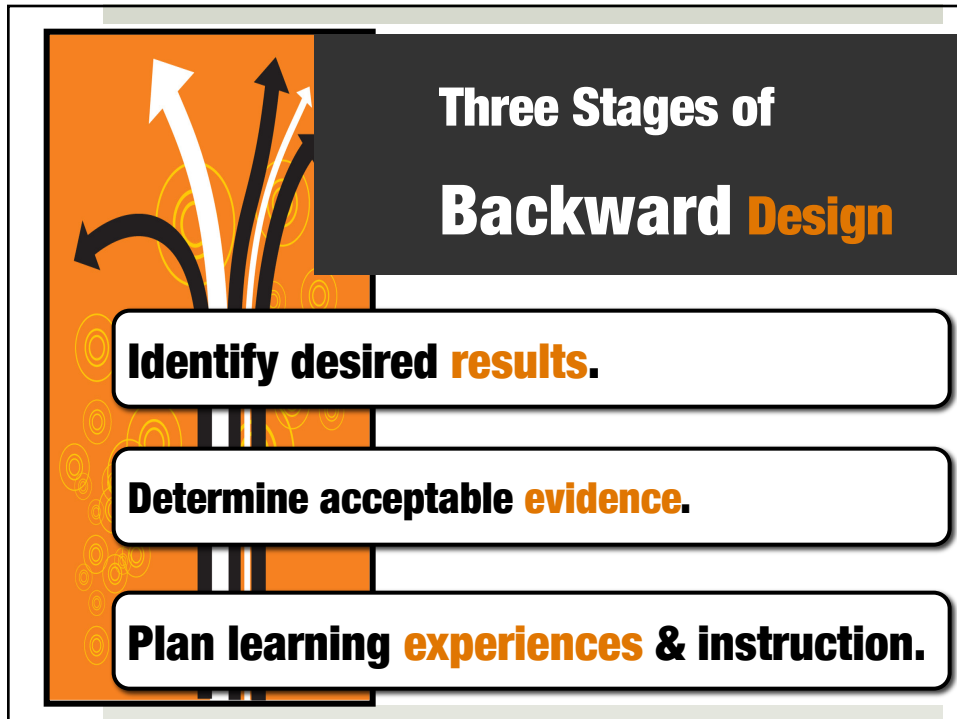
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Backward Design and Competency-Based Assessment

Shannon Moore - Stelly's Secondary

Jodi Beaudry - North Saanich Middle School

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Backward Design in Grade 9 ELA

Core Competency

Communication: People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience.

Curricular Competencies

- Express an opinion and support it with credible evidence

- Assess and refine texts to improve their clarity, effectiveness, and impact

- Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences

Essential Question

How do writers use language to persuade?

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Competency-Based Assessment

PERSUASIVE WRITING (ESSAY)

Emerging / Developing	Proficient	Extending
	Introduction - topic introduced effectively - focused on one central idea - organized in logical order - strong thesis statement (SOS)	
	Body Paragraphs - clear topic sentences - supported with relevant details - clear concluding sentences - transitions are used throughout	
	Conclusion - effectively wraps up argument - no new information - thesis is restated in different words	
	Usage and Mechanics - complete and varied sentences - well-edited for punctuation, capitalization, etc. - vocabulary (language) is varied - any research is cited in MLA format - few spelling errors	
	Writing Process - planning sheets used effectively - rough draft completed - final draft demonstrates revision	
Givens	Title, Contact information, Font size and type	

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Instructional Philosophy - Key Elements

Hook

- 'Take a Stand' activity

- Supporting opinions with evidence

Background Knowledge

- Ethos, Pathos, Logos

- Formulating arguments

Thesis Statements

- Structured practice (S.O.S.)

- Gradual release of responsibility

Structured Planning

- Chunk a larger assignment into larger pieces (planning sheet)

Individual Feedback

- Continuous feedback loop

- One-on-one conferences

- Peer editing stations

Bell Ringers

- Mini lessons catered to student need

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Instructional Philosophy - Featured Element

English 9/10 Portfolio Rubric (two-part rubric tables)

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Slide 47

Identify Desired Results

Backward Design in Multi-Age Math
Grade 6/7

Big Ideas

- Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes.

- Decimals, fractions, and percents are used to represent and describe parts and wholes of numbers.

Competencies

- Apply multiple strategies to solve problems in both abstract and contextualized situations

- Communicate mathematical thinking in many ways

Essential Question

- How are fractions, decimals and percentages related?

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Determine Acceptable Evidence

Competency-Based Assessment
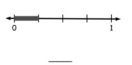
01

Name: _____   Date: _____
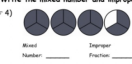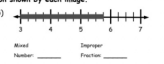
**Unit 3 Assessment:
Understanding Fractions**

☞ Start here
* More challenging

Marking Guide
✔ You got it
= On the right track
• Not yet

02

Write the fraction shown by each image.
☞1)   ☞2)   ☞3)   0 ——— 1

Write the mixed number and improper fraction shown by each image.
☞4)   5) |+++++++++|
              3   4   5   6   7

Mixed Number: ____ Improper Fraction: ____   Mixed Number: ____ Improper Fraction: ____

Convert each mixed number to an improper fraction.
6) $3\frac{1}{4}$ =   7) $8\frac{3}{5}$ =   8) $42\frac{2}{7}$ =

Convert each improper fraction to a mixed number.
9) $\frac{11}{2}$ =   10) $\frac{53}{7}$ =   11) $\frac{345}{22}$ =
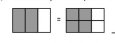
03 12) Explain how you did #6 OR #9 and WHY this works. Use pictures, word, and/or numbers to show your thinking.

☞13) Name the pair of equivalent fractions. Explain WHY they are equivalent.

____ = ____   ____ = ____

Write any two equivalent fractions for each fraction.
14) $\frac{3}{4}$ =   =   15) $\frac{2}{10}$ =   =

Complete each pair or string of equivalent fractions.
☞16) $\frac{1}{5}$ = $\frac{}{10}$ 17) $\frac{4}{7}$ = $\frac{48}{}$ *18) $\frac{9}{27}$ = $\frac{}{36}$

Simplify each fraction.
19) $\frac{6}{20}$ =   20) $\frac{21}{49}$ =   21) $\frac{165}{264}$ =

**Use logic and/or benchmarks to compare each pair of fractions using <, >, or =.
Explain how you know which is greater.**
☞22) $\frac{1}{5}$ $\frac{2}{5}$ ☞23) $\frac{5}{6}$ $\frac{5}{8}$ 24) $\frac{5}{9}$ $\frac{9}{20}$

Explanation: Explanation: Explanation:

Use <, >, or = to compare. Show all your work.
25) $\frac{5}{18}$ $\frac{7}{26}$

04

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Competency-Based Assessment

26) Order from least to greatest. _Show all your work/thinking._
$$\frac{11}{5} \quad \frac{54}{18} \quad 2\frac{2}{13} \quad 2\frac{5}{44}$$

For the following problems, use pictures, words, and/or numbers to show your thinking

27) At the local pizza shop, large pizzas are cut into 8 slices. Ruben and his friends ate 28 slices and had less than a whole pizza left over. Show the amount they ate as a mixed number and an improper fraction. How many pizzas did they order?

28) A recipe calls for $2\frac{1}{2}$ cups of flour. Juliet only has a $\frac{1}{4}$ cup measuring cup. How should she measure the flour she needs? Explain.

*29) The hour hand of a clock is $\frac{1}{8}$ of the distance between the 3 and the 4. What time is it?

Unit 3 Assessment: Understanding Fractions

As demonstrated on this assessment and in classroom activities, the student...	Not Yet	Getting There	Got It
able to represent proper fractions, improper fractions and mixed numbers (e.g., #1-5)			
able to convert between mixed numbers and improper fractions (e.g., #6-12)			
able to create equivalent fractions and simplify fractions, (e.g., #13-21)			
able to compare basic fractions using logic and/or benchmarks, and can show/explain thinking (e.g., #22-24)			
able to compare basic fractions using common denominators (e.g., #25-26)			
clearly explains and/or shows thinking and steps used to solve problems (e.g., #27-28)			

	Emerging (Grade 6)	Developing (Grade 6)	Proficient (Grade 6)
	Emerging (Grade 7)	Developing (Grade 7)	Proficient (Grade 7)

Extending: The student...
- is able to clearly explain understanding of concepts using words and/or illustrations (e.g., #12).
- uses multiple advanced strategies to solve complex problems (e.g., #29).
- demonstrates sophisticated understanding of concepts during participation in in-class activities.
- completes extension activities.
- is able to break down complex concepts in order to help other students.
- demonstrates a passion for mathematics and seeks challenge independently.
- other:

Additional Comments:

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Instructional Philosophy - Key Elements

Daily Warm-Ups
- Review/Preview
- Math concepts not in insolation

Direct Teaching
- Introduce and review concepts
- Provide multiple access points
- Modelling of different strategies

Levelled Practice
- Student agency
- Students are met where they're at and feel successful

Individual Coaching
- Mini-lessons and small groups
- Pre-teach, re-teach, and extend

Skill Builders
- Repetition
- Mastery of skills

Collaborative Learning
- Focus on problem solving tasks that use multiple strategies
- Creative and Critical thinking

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Instructional Philosophy - Featured Element

BEFORE

What do I know for sure? - **Highlight in** <mark>YELLOW</mark>.

What am I trying to find out? - **Highlight in** <mark>PINK</mark>.

Are there any special RULES, CONDITIONS, or BACKGROUND KNOWLEDGE that I need to know? - **Write in top left corner and put a ☆ beside it.**

ABOUT how much is the answer? - **Write in top right corner and ⬭circle⬭ it.**

AFTER

How sure am I of my answer?   ✓ = I'm positive
                              ✓ = I'm pretty sure
                              ✓ = I'm not sure

Reflection: What have I LEARNED? How am I SMARTER? - **Write on a sticky note.** 🗒

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Instructional Philosophy - Featured Element

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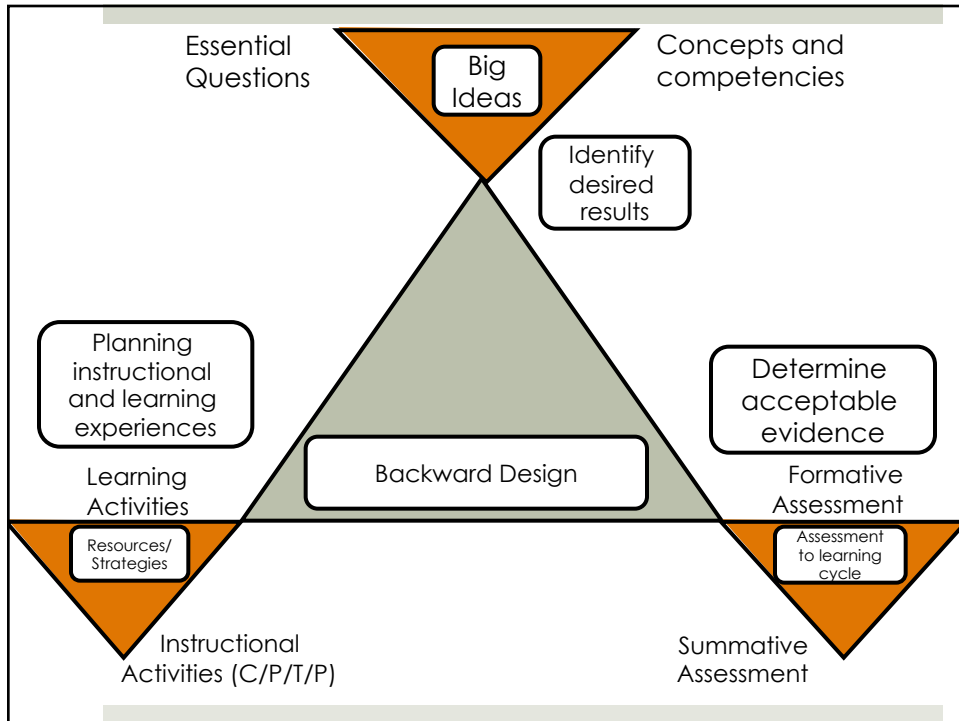
"If at any time in the instructional process students demonstrate that they've learned the concepts well and mastered the intended learning goals, doesn't that make all previous information on their learning of those concepts inaccurate and invalid?" ~ Tom Guskey

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Slide 55

Curricular competency: I can identify and assess what was deemed significant.
- Identify what the creators of accounts, narratives, maps, or texts have determined is significant
- Assess the significance of people, places, events, or developments at particular times and places.

First… this is what I NEED TO DO	Then… this is what I MUST DO	After that… this is what I CAN DO	Next… this is what I COULD DO	Finally, this is what I can TRY TO DO
I can identify what is historically significant by noticing a person, place, event, or development has been represented in accounts, narratives, maps, or texts. IE: Historian write about what is important. Artists paint about what is important.	I can identify what makes a person, place, event, or development historically significant by its impact at the time. IE: These are the features that make it stand out.	I can explain the extent of its significance at the time. IE: how it was significant – positive impact and negative impact.	I can explain how a person, place, event, or development impacted people at this time. OR I can explain how a person, place, event, or development initiated subsequent meaningful change (either immediately or later). IE: What legacy did they leave behind for later groups?	I can determine and explain the lasting impact a person, place, event, or development had on a time in history. OR I can explain why a person, place, event, or development is still remembered and studied.
	Charlemagne did this…	Charlemagne did this…which was positive for his people because…	Charlemagne is known for being a great leader because he ruled for 47 years and changed education.	

Shannon Schinkel, SD57

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Curricular competency: I can determine cause and consequence.

First… this is what I NEED TO DO	Then… this is what I MUST DO	After that… this is what I CAN DO	Next… this is what I COULD DO	Finally, this is what I can TRY TO DO
I can define cause and consequence. I can distinguish between causes and consequences. Eg: o Flooding CAUSE o Damage to houses CONSEQUENCE o damage to crops CONSEQUENCE	I can determine what the short-term effects were for historical decisions, actions, or events. Eg: Flooding → Damage to houses, Damage to crops. Eg: As a result of the terrorist attack on the Twin Towers in NYC, passengers on the jet were killed, the towers collapsed, and first responders reported to the towers.	I can determine what the long-term effects were for historical decisions, actions, or events. Eg: Flooding → Damage to houses, Damage to crops → Crops not harvested → Loss of income. Eg: The long-term impact on the first responders who responded to terrorist attack on the Twin Towers include mental health issues (PTSD) which has resulted in not being able to work, which has resulted in loss of income and reliance on subsidies from the government.	I can determine what cause(s) most influenced the resulting historical decisions, actions, or events. • I can explain what causes had the greatest or most impactful consequence and why. I can determine what consequences had the most impact (positive/negative) on a historical time period and why. • I can explain what consequences had the most impact on historical time period and why.	I can assess causes and consequences of historical decisions, actions, or events and their impact on current civilizations. • For how long did the long-term effects last? Why? • Are the long-term effects of some historical decisions, actions, or events still felt at present? How do you know?

Shannon Schinkel, SD57

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Physics — Inquiry Based Learning

Learning Partnership
Learning Conversations

Exploration

Essential Question

Creation of Content Goals

Choice of Curricular Competencies

Mid-Learning Reflection

Learning Presentation

Self-assessment of Learning

Kari Niven & Sandra McAulay

SD#54 – Bulkley Valley, BC

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Exploration

Name:	BIG IDEA:		Unit:

Terms to Know

Formulas I might need to use

Real-life applications

Concepts and/or Laws

idea

Problems to know how to solve

Models, diagrams or graphs

Possible Investigations

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Essential Questions

- Guides the exploration of a topic.
- Promotes exploration of a topic in greater depth.
- Encourages students to think deeply about the topic.
- Students use their learning and own judgment to form the answer.

Creation of Content Goals

My Learning Log

BIG IDEA:		Topic:
Guiding Question:		
Content Goals:	What I will need to learn	Evidence of my learning

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Self-Assessment

Where am I right now?				
Emerging	Developing	Comprehending	Applying	Extending
I don't know	*Meh*	*OK*	*Thumbs up*	*2 Thumbs up*
I need support	I'm on my way	I'm doing okay	I'm doing well	I'm doing awesome
Still a little confused	Starting to make sense	Makes sense	Makes total sense	Makes so much sense I did more learning on my own
I'm not sure	I'm figuring it out	I understand	I understand and can use it	I really understand and can explain it to others
I don't think I developed this yet	I'm just starting to develop this	I developed this and am starting to use it	I can identify when to use this and can apply this	I can apply this to multiple situations and can teach others how to use it
Where to next?				
Where do I need support? What can I do to continue moving my learning forward? How can I extend my learning? What's the plan?				

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Essential Questions

Big Ideas

Concepts and competencies

Identify desired results

Planning instructional and learning experiences

Determine acceptable evidence

Learning Activities

Backward Design

Formative Assessment

Resources/ Strategies

Assessment to learning cycle

Instructional Activities (C/P/T/P)

Summative Assessment

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Lesson Planning

Lesson: _____

Big Ideas or Key Concepts
Students will understand that . . .

Competencies or Strategies
Students will be able to . . .

Connecting	**Purpose:** Engagement. Activate prior knowledge. Predict content. Focus on a purpose for reading. **I/we will . . .**	How can I/we tap into students' interests, offer appropriate challenges, and increase motivation?
Processing	**Purpose:** Construct meaning. Monitor understanding. Process ideas. **I/we will . . .**	How will I/we help students interact with new ideas they encounter?
Transforming and Personalizing	**Purpose:** Process ideas. Apply knowledge. Reflect on thinking and learning. **I/we will . . .**	How can I/we provide learners with alternatives for demonstrating what they know?

Assessment

If students are engaged and I/we have modeled this well, I/we hope that they will . . .

1.   2.

3.   4.

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Open-ended strategies
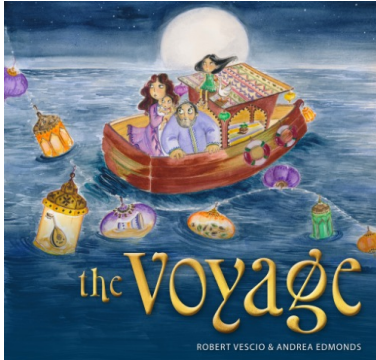
Connect

Process

Transform/
Personalize

(Brownlie & Close, 1988; Brownlie, Feniak & Schnellert, 2016; Buehl, 2001; Cook, 2005; Harvey & Goudvis, 2007)

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Diane Wiens – SD62

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Creating 10-Word Stories inspired by "The Voyage" by Robert Vescio and Andrea Edmonds

PLANNING WITH THE END IN MIND	
Big Ideas	**Curricular competencies**
Learning Target (goal) – Understand the impact of different types of literary conventions/devices, including text features	**Students will be able to…** Create a story using only ten impactful words and images
Big Ideas - key concepts/essential question – How can authors use both words and images to engage and impact their audiences?	**Skills - important curricular competencies** – Respond to text in creative and personal ways – Use writing process to create meaningful, original texts – Understand how literary elements, techniques, and devices enhance and shape meaning – Recognize an increasing range of text structures and how they contribute to meaning
Materials: • "The Voyage" by Robert Vescio and Andrea Edmonds • Paper and pencils for each student • 10-Word Story Template. (printed on 11x17 size paper) • Colouring materials	

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| Connect	Process	Personalize and transform
Engage/Active prior knowledge/Predict content/Focus on a purpose	**Purpose: Construct meaning/Monitor understanding/ Process ideas**	**Purpose: Construct meaning/Monitor understanding/ Process ideas**
• Show cover of the book "The Voyage" • Discussion questions: "How can people tell stories?" "Do stories need words to communicate their meaning?" "How many words are necessary?" "What do you predict the story to be about?" • Read the first couple pages and discuss "What do you notice about how this story is told?" "Why do you think the author and illustrator chose to tell this story this way?" "Do you think it will continue in a similar manner?" • Continue through the story • At the end, discuss "What do you notice now?" "Has your opinion changed about what a story needs in order to be impactful?"	• Task the class to write their own story using only ten frames (with one image and word in each frame) • Give time to brainstorm stories and events from their own lives (talking with partners, writing, sketching, etc.) that might lend well to this format • Students sketch out a draft of their ten-word story and decide which images they will use, making sure that their stories have a beginning, middle, and end	• Go back to the book "The Voyage" and ask, "What do you notice about the types of words the author chose?" "Do any of the words repeat?" The students might notice that there are not many nouns. Most words are action words or descriptive words. No words repeat. • Discuss "If we change the words from the story to nouns, does that impact the meaning?" • Challenge the students to look at their drafts and exchange any nouns they've used with more impactful verbs or adjectives to move the story along and communicate meaning • Once the students have chosen the most impactful words, they will complete a good copy of their story, complete with detailed images

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Assessment – Single Point Rubric

10-Word Story Rubric

Student Name: _____

|	Story includes 10 frames, each with an original image and one word Story includes a title	
Areas that are still DEVELOPING	**Criteria for PROFICIENCY**	**Evidence of EXTENSION**
	Story has a distinct beginning, middle, and end and is told through original images and single words. (Use writing process to create meaningful, original texts) **Story and images are original** (Respond to text in creative and personal ways) **Chosen words are impactful and communicate meaning to the reader** (Understand how literary elements, techniques, and devices enhance and shape meaning) **Images are detailed and help to communicate meaning to the reader** (Recognize an increasing range of text structures and how they contribute to meaning)	

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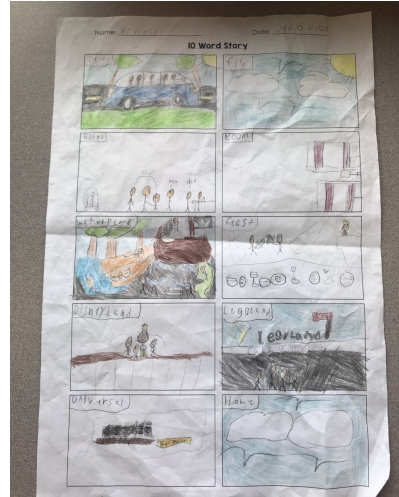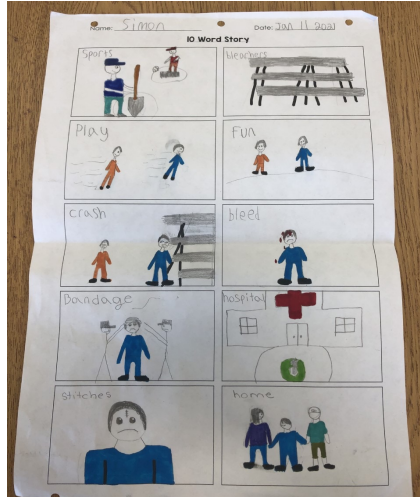
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Resources You Can Draw On

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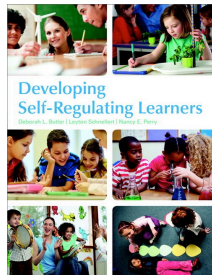
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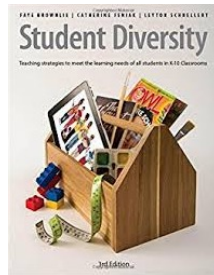
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