Artifact Reflection Sheet				
Title of Writing Artifact				
What story does this artifact tell?				
What did you learn from creating this artifact?				
How would you rate your effort and your use of expert strategies in this artifact?				
What are the areas of strength in this artifact? What about this artifact makes you feel proud?				
If you could do something to improve this artifact, what would you do?				

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Lesson:

Unit:

ENVISION the destination (Where are learners going, and why?)						
GOAL What kind of thinking is targeted?	EVIDENCE What product(s) will serve as proof of learning?	MEASURES OF SUCCESS What's the standard and quality-assurance tool?	STAKES Why will learners buy in? What's the why behind the learning?			
Interpretation Explanation/reasoning Application of skill/ strategy Perspective taking Empathizing Self-assessing/ reflecting	Selected response (multiple choice, true/false) Constructed response (discrete task, long/short response, graphic organizer) Performance assessment: Open-ended essay/writing, products (e.g., role-audienceformat-topic [RAFT]), concept map Structured/unstructured observation	 Guanty-assurance tool? SIMPLE: √- √ √ on discrete facts/ skills CHECKLIST: Assess if product contains essential characteristics/ features. HOLISTIC: Assess whole product or response against a generic 1–4 rubric. ANALYTIC 1: Score product against one category of a rubric (i.e., Ideas). ANALYTIC 2: Score on all rubric categories 	the learning? Use ESSENCE as a guide for buy-in. Your lesson should have one or more of the following: E-S: Emotional spark/salience (i.e., relevance) S-E: Social engagement (i.e., collaboration) N: Novelty (i.e., new concepts and skills) C-E: Critical/creative exploration opportunities			

(Continued)

MAP out the path to expertise/mastery (How would an expert deconstruct and approach this task, step by step?)

(HOW WOULD	an expert deconstru	ct and approach this i	lask, step by step?)
TWITTER SUMMARY (3 bullets max)	MENTAL MODELS, PROCESS GUIDES, AND HEURISTICS	A MODEL OF GOOD WORK LOOKS LIKE	DIFFERENTIATION AND LAYERING

(Continued)

POWER through your lesson
(What is the sequence of initial major must-make instructional moves?)

	PRIME	ORIENT	WALK THROUGH (and check for understanding)	EXTEND AND EXPLORE	REFLECT
Leader					
Leamer					

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