

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?

Lesson:

Unit:

<h2 style="text-align: center;">ENVISION the destination</h2> <p style="text-align: center;"><i>(Where are learners going, and why?)</i></p>			
GOAL <i>What kind of thinking is targeted?</i>	EVIDENCE <i>What product(s) will serve as proof of learning?</i>	MEASURES OF SUCCESS <i>What's the standard and quality-assurance tool?</i>	STAKES <i>Why will learners buy in?</i> <i>What's the why behind the learning?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Interpretation <input type="checkbox"/> Explanation/reasoning <input type="checkbox"/> Application of skill/strategy <input type="checkbox"/> Perspective taking <input type="checkbox"/> Empathizing <input type="checkbox"/> Self-assessing/reflecting 	<ul style="list-style-type: none"> <input type="checkbox"/> Selected response (multiple choice, true/false) <input type="checkbox"/> Constructed response (discrete task, long/short response, graphic organizer) <input type="checkbox"/> Performance assessment: Open-ended essay/writing, products (e.g., role-audience-format-topic [RAFT]), concept map <input type="checkbox"/> Structured/unstructured observation 	<ul style="list-style-type: none"> <input type="checkbox"/> SIMPLE: \surd- \surd \surd on discrete facts/skills <input type="checkbox"/> CHECKLIST: Assess if product contains essential characteristics/features. <input type="checkbox"/> HOLISTIC: Assess whole product or response against a generic 1–4 rubric. <input type="checkbox"/> ANALYTIC 1: Score product against one category of a rubric (i.e., Ideas). <input type="checkbox"/> ANALYTIC 2: Score on <i>all</i> rubric categories 	<p>Use ESSENCE as a guide for buy-in. Your lesson should have one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> E-S: Emotional spark/salience (i.e., relevance) <input type="checkbox"/> S-E: Social engagement (i.e., collaboration) <input type="checkbox"/> N: Novelty (i.e., new concepts and skills) <input type="checkbox"/> C-E: Critical/creative exploration opportunities

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MAP out the path to expertise/mastery <i>(How would an expert deconstruct and approach this task, step by step?)</i>			
TWITTER SUMMARY <i>(3 bullets max)</i>	MENTAL MODELS, PROCESS GUIDES, AND HEURISTICS	A MODEL OF GOOD WORK LOOKS LIKE . . .	DIFFERENTIATION AND LAYERING

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POWER through your lesson <i>(What is the sequence of initial major must-make instructional moves?)</i>					
	PRIME	ORIENT	WALK THROUGH (and check for understanding)	EXTEND AND EXPLORE	REFLECT
Leader					
Learner					