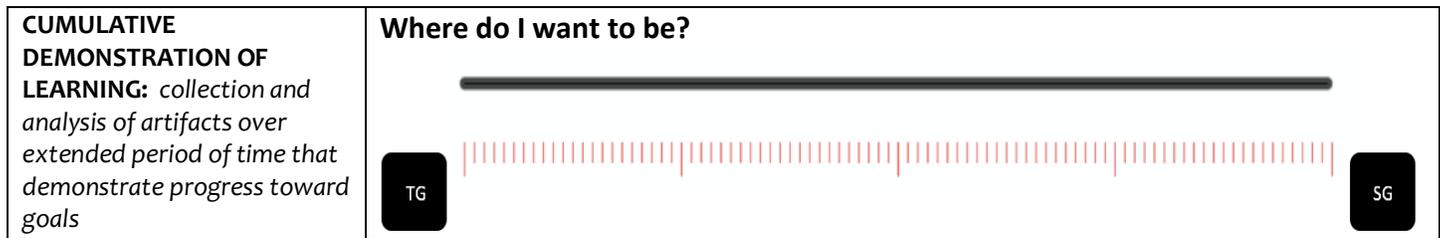# Personalizing Demonstration of Learning

Purpose of this tool: Demonstrations of learning help us continuously recreate the narrative of our own learning. Beyond the chronological history of producing work, being evaluated, and work toward improving, there is the deeper layer where the patterns of their work over time tell a personal story of where the author of this work has been, where they are at this time, and where they are going. *We characterize these four phases as **collection** (the artifacts being collected), **selection** (the artifacts chosen to represent their work), **reflection** (from the author's perspective, why these artifacts were chosen as examples), and **direction** (what the student sees as the next steps based on what they have learned from the cumulative demonstration of learning thus far).*

CUMULATIVE DEMONSTRATION OF LEARNING: *collection and analysis of artifacts over extended period of time that demonstrate progress toward goals*	**Where do I want to be?**

What do I need to consider as a teacher when personalizing for students?

Teacher-generated focuses on the importance of students to collect and reflect on their work over time. It would be helpful to:
- provide time for them to choose the work they want to select from the work they have collected over time
- provide them with a set of criteria to focus based on the learning goals that are significant across units and essential to the discipline;
- provide in-class reflection time to ensure they have a quiet space to examine and opportunity to confer with you on what they are seeing in their work; and
- respond to the reflections by suggesting a plan of action that might lead them to thinking about how any of their artifacts point to new interests, passions, or curiosities.

As we move toward **Co-Created,** students are using the four phases (described in italicized text up above) and reflect on their learning. Here are some tips to deepen student thinking for each phase. The following suggests questions students may ask themselves and educator tips for planning and monitoring the experience.

SELECTION:
- *What artifact(s) are helpful to document my work on this project/challenge?*
- *Which artifact(s) are you most proud of? Study the work you have collected so far to make your choices. What is worthy to select as a good demonstration of your learning?*

Students need time to sort and identify pieces worthy of reflection and commentary. If they rush through this part, the reflection and direction phases may become superficial. Many students may need modeling as to what they should be looking for, especially when the artifact has a grade or score on it.

REFLECTION:

- *What do the artifact(s) reveal about your strengths as a _____ (e.g., writer, chef, scientist)? Identify specific examples from the artifacts to support your thinking.*
- *What were the challenges you faced? What strategies did you use to overcome those challenges? How did those strategies affect your thinking? The overall result?*
- *When it felt difficult, what behaviors /dispositions did you use? How did those behaviors/dispositions affect your thinking? The overall result?*
- *What piqued your interest or inspired you to pursue more like this in the future?*
- *What did you learn from observing some of the work of others?*

Students examine their own work and identify examples of their thinking. This may be a new or unfamiliar expectation for them to do that level of analysis, but it often reveals patterns in their work. They should be invited to examine the work of others as well as their own work. This solidifies their capacity to analyze work according to criteria. Modeling this with students might be helpful.

DIRECTION:

- *What two goals would help me to become a better _____ (e.g., writer, chef, scientist)?*
  - *What are actions or next steps that will be helpful?*
  - *What actions could I take to ask for help or resources so that I can achieve my goals?*

When setting goals, students need parameters to guide their future actions. One suggestion would be to provide key criteria based on the discipline. For example, in a History classroom, students could pay attention to: examination of diverse range of sources, development of main idea(s), inclusion of evidence to support main idea(s). Another suggestion would be to show how to set goals using S.M.A.R.T. or another template that has students working to make the goals as concrete and action-oriented as possible. Here is a link to give you a sample of S.M.A.R.T. approach. When students take the time to identify goals that they believe are essential to their growth, as teachers we need to consider how to support their efforts through future challenges.

As we move toward **Student Generated**, students are taking increased ownership of:
- what learning goals they are paying attention to (e.g., identifying standards or learning targets that they want to continue to grow);
- when and how to collect artifacts
- detailed explanation to support reflection that is both candid and growth-oriented
- conferring with teacher and other experts to share reflection and consider next steps

To grow this level of self-direction in your students, it would be helpful to:
- ensure that the learning goals are written in accessible language for them to identify
- provide a diverse range of examples of artifacts (e.g., recordings, illustrations, initial prototyping)
- model candid and growth-oriented feedback in the formative and summative evaluations of students
- consider how to grow professional networks so that students can benefit from outside expertise in the goals they set and future experiences based on those connections

Here are some questions students might ask themselves or others

- As I consider that I have learned from my examination of my work, in what specific areas would I like to improve?
- As I reflected on some of my work, I discovered something that really interests me. What can I do to pursue that further?