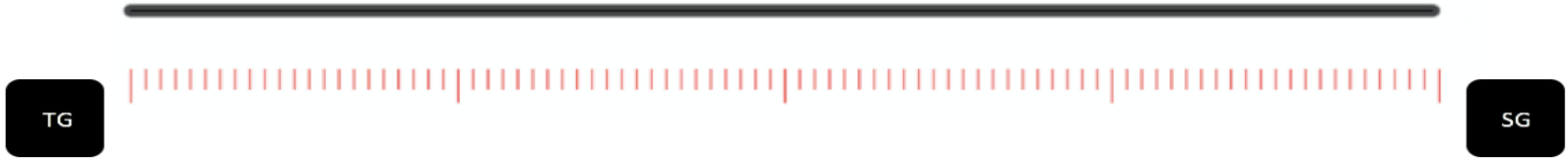


Growing Students Voice in Evaluation: Seat at the Judging Table

Purpose of this Tool

The opportunity for students to reflect on their work and offer valuable insight into the development of an idea and the overall result greater reveals their thinking, skills, strengths, and areas of improvement. This tool offers both reflective questions and strategies to begin to engage them in reflection and next steps.

EVALUATION: <i>establishment of key criteria to guide the development and self-assessment of the product/ performance</i>	Where do I want to be?  <p>The diagram shows a horizontal scale from 'TG' (Teacher Generated) on the left to 'SG' (Student Generated) on the right. A solid black line is at the top. Below it, a red dashed line indicates a position approximately 75% of the way from TG to SG.</p>
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IF YOU WANT THEM TO PROVIDE CONTEXTUAL INFORMATION TO BETTER UNDERSTAND APPROACH ... *(sliding to the right from teacher generated)*

1. Ask students to reflect on their work. *Sample prompts:*
 - a. *What did you really pay attention to as you worked on this assignment? How did that focus impact the overall result?*
 - b. *What are the ideas (aspect of design, use of language, etc.) in this work that you are most proud of? Why?*
 - c. *What parts of the assignment caused confusion? When you got stuck, how did you overcome those challenges?*
2. Ask student to self-evaluate using scoring tool. Students would indicate where they are on the scale and explain their rationale.

IF YOU WANT THEM TO SELF-EVALUATE TO INFLUENCE SCORE... *(sliding to the right from teacher generated)*

The focus is to better understand the thinking and development exhibited by the student which led to the overall result.

Ask students to self-evaluate using scoring tool and explain their score. *Sample prompts to guide their explanation:*

- *How did you determine your score? What examples or evidence can you point to that led to that conclusion?*
- *If you could continue to work on this, what areas would you focus on next?*

IF YOU WANT THEM TO WORK TO EVALUATE WITH YOU... *(sliding to student generated)*

Prior to the conversation, students carefully examine their work to reflect on the process that led to the final result. This can be assisted by having them collect artifacts or drafts along the way so that they can see the evolution of their thinking. *Sample prompts they should be prepared to discuss:*

- *What did you really pay attention to as you worked on this assignment? How did that focus impact the overall result?*
- *What are the ideas (aspect of design, use of language, etc.) in this work that you are most proud of? Why?*
- *What parts of the assignment caused confusion? When you got stuck, how did you overcome those challenges?*

During the evaluation conversation, you and the student are working on inter-rater reliability — working on consensus of judgment using the scoring tool. The result should be a fair and reasoned judgment from both the teacher and student perspectives. *Sample prompts to guide conversation:*

- *How did you determine your score? What examples or evidence can you point to that led to that conclusion?*
- *How did your idea or understanding of the problem shift/deepen throughout the assignment?*
- *If you could continue to work on this, what areas would you focus on next?*