Authentic Assessment Grades 3-5

Mastery Learner: Authentic Assessment Grades 9-12

Keep It Focused. Keep It Forward-Thinking. Keep It Flexible.

This resource supports educators in designing meaningful, authentic assessments aligned with the **Mastery Learner** competency for Grades 9–12. It includes flexible strategies for formative and summative use, sample rubrics, and reflection tools that help students express complex ideas through disciplinary language, apply learning across real-world contexts, ask deep questions, and adapt their thinking through inquiry and feedback. The goal is to foster ownership, intellectual risk-taking, and relevance in each learner's academic journey.

Authentic Assessment Strategies	These strategies align with the indicators of the **Mastery Learner** competency and are designed for flexible use in both formative and summative contexts. Each strategy encourages students to express complex ideas with disciplinary precision, connect learning to real-world challenges, ask thoughtful questions, and refine their thinking based on new information and feedback. Pair these strategies with rubrics, self-assessments, or reflection prompts to help students take ownership of their learning and demonstrate growth in authentic, future-focused ways.

Rubrics:

Sample A. 1 pt. Rubric Guide with Examples	This 1 point rubric helps students in Grades 9–12 grow as **Mastery Learners** by providing clear expectations aligned to the performance indicators. It is a highly guided version that includes examples and supports reflective conversations with students as they express complex ideas, revise thinking, and connect learning to authentic, future-facing contexts.
Sample A. 1 pt. Rubric	This is a more open ended version of a 1-Point rubric that is aligned to the **Mastery Learner** Performance Outcomes for grades 9-12. *(Make your own copy and adjust.)*
Continuum	A continuum rubric allows students and teachers to collaboratively define different

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Rubric	levels of performance on a skill including what a competency is and what it is not, allowing students to place themselves on a spectrum, set goals, and track their growth towards mastery.

Self Assessment & Reflection Ideas:

Google Form	Self-assessment aligned to the BCPS Performance Outcomes for **Mastery Learner**. *(Make your own copy and adjust as needed.)*
Inkwire Reflections *******Reach out to Gina Weber for assistance using Inkwire.*	Reflection prompts for every competency on the Inkwire Digital Portfolio Platform. Copy the Inkwire *Space* into your established Inkwire *Community* using the steps below. 1. Join my Inkwire *Space* with this join code: **SDZZ2G** 2. Copy the *Space* into your Inkwire *Community*. 3. Adjust the *Topics* in the *Space* to meet your needs before assigning them to your class.
Collaborative Reflection Strategy	These reflection activities are designed to help students explore how they use multiple BCPS Graduate Profile competencies, with each activity anchored in one specific competency and tailored to a particular grade band. These can be used during closing circles, advisory time, or before/after authentic learning experiences to build self-awareness and deepen connections between competencies.
Reflection Thinking Routines	Structured routines (like "See-Think-Wonder" or "I Used to Think… Now I Think…") to help students evaluate their learning, identify patterns in communication, and set intentional goals. Can be used with any competency.

Authentic Assessment Strategies

Using Authentic Assessments Formatively and Summatively

The strategies below align with the key indicators of the **Mastery Learner** competency and are designed to be flexible across disciplines. The same activity may serve as a formative check or a summative authentic learning assessment, depending on timing, depth, and feedback opportunities. Use this chart to help integrate mastery-based assessment meaningfully into academic and real-world contexts.

Assessment Strategy	Formative Use (During Learning)	Summative Use (After Learning)
Inquiry Planning Logs or Journals	Students document initial questions, research plans, and strategy shifts based on feedback. Teacher checks for depth, intentionality, and evolving inquiry.	Students submit annotated inquiry logs showing how their questions evolved, evidence was gathered, and disciplinary knowledge shaped conclusions.
Perspective-Shifting Role-Plays or Debates	Students rehearse articulating complex ideas using academic language and diverse sources. Teacher gives feedback on reasoning and communication.	Students participate in or reflect on public discourse demonstrating how they used reasoning, evidence, and disciplinary norms to navigate complex perspectives.
Feedback & Revision Cycles (Peer + Teacher)	Students solicit targeted feedback mid-project and reflect on how suggestions shaped their thinking or strategy.	Students provide evidence of how feedback was applied to deepen understanding, shift perspective, and improve the quality of final products.
Cross-Disciplinary Design Challenges	Teacher monitors student decisions during real-world project work—checking for authentic application and connection to future goals.	Students present solutions to authentic challenges demonstrating content integration, iterative refinement, and real-world relevance.
Reflection Interviews or Video Debriefs	Students respond to scaffolded prompts about strategy choice, evidence-based shifts, and academic communication.	Students lead a video or written debrief analyzing their inquiry process, strategic adjustments, and insights gained—referencing Mastery Learner indicators.
Portfolio-Based Assessment with Mentor Texts	Students use mentor texts and feedback cycles to revise thinking and model disciplinary discourse.	Final portfolios demonstrate growth in reasoning, complex communication, and adaptation to academic and real-world audiences.

Assessment Strategy	Formative Use (During Learning)	Summative Use (After Learning)
Rubric-Aligned Reflection & Goal Setting	Students co-construct mastery-focused criteria and use it to reflect on progress and set new learning goals.	Student self-assessments show evidence of learning ownership, strategic refinement, and alignment to performance expectations.
Student-Led Mastery Conferences	Students prepare notes about challenges, breakthroughs, and feedback use mid-project. Teacher offers coaching for deeper reflection.	Students lead conferences that analyze learning growth, strategy shifts, and future-facing plans—centered on the Mastery Learner competency.
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1 pt. Rubric Guide

Teacher Guide: How to Use This Rubric

This 1-point rubric helps high school students grow as **Mastery Learners** by offering clear expectations, reflection strategies, and feedback aligned to the BCPS Graduate Profile. It supports disciplinary reasoning, inquiry, academic language use, authentic application of learning, and thoughtful adaptation based on feedback—all in service of building agency and ownership.

✳ **Suggested Use:**

- Introduce each indicator during inquiry tasks, project-based learning, or disciplinary investigations
- Use during instruction and feedback cycles to support self- and peer-assessment
- Facilitate reflection with sentence frames, conferencing, and portfolio entries
- Encourage student ownership of academic growth across disciplines and future contexts

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Mastery Learner One Point Rubric- Each row includes a performance indicator, description of success, prompts for "How I Exceeded Expectations" and "What I Can Work On," plus sentence frames for guided reflection. Students select the option that best describes them and articulate their growth using reflection statements.

Learning Target	1. I express complex ideas using academic language, reasoning, and literacy.	
What Success Looks Like	I use precise language, cite sources when appropriate, and communicate insights through disciplinary formats (e.g., essays, debates, presentations).	*Select yes or not yet to indicate your assessment. Use the sentence frames to explain or justify your selection.* ☐ YES ☐ NOT YET
How I Exceeded Expectations	I used academic language and reasoning to make my ideas clearer and stronger.	*Select yes or not yet to indicate your assessment. Use the sentence frames to explain or justify your selection.* ☐ YES ☐ NOT YET
What I Can Work On	I need to improve how I organize my ideas, cite evidence, or use subject-specific language.	*Select yes or other to indicate what you need to work on to grow in this area.*

| | | ☐ YES
☐ OTHER: _____

_____

_____ |
| Student Reflection Sentence Frames | "I used the term _____ to explain _____ more clearly."

"My reasoning was stronger because I included _____."

"Next time, I'll work on _____ to make my message more precise." | *Provide a statement explaining or justifying your assessment. Use the sentence frames if necessary.*

_____

_____

_____

_____

_____ |

Learning Target	2. I apply learning across disciplines and connect it to real-world contexts.	
What Success Looks Like	I use academic skills to solve authentic problems, connect classroom content to future goals, and collaborate with outside audiences or experts.	*Select yes or not yet to indicate your assessment. Use the sentence frames to explain or justify your selection.* ☐ YES ☐ NOT YET
How I Exceeded Expectations	I applied knowledge from different subjects and considered real-world implications.	*Select yes or not yet to indicate your assessment. Use the sentence frames to explain or justify your selection.* ☐ YES ☐ NOT YET
What I Can Work On	I need to make stronger connections between subjects or clarify the real-world relevance of my ideas.	*Select yes or other to indicate what you need to work on to grow in this area.* ☐ YES ☐ OTHER: _____ _____ _____
Student	"I used _____ from _____ class to	*Provide a statement explaining or*

Reflection Sentence Frames	help solve _____." "This idea connects to _____ because _____." "Next time, I'll work on linking my learning to _____."	*justifying your assessment. Use the sentence frames if necessary.* _____ _____ _____ _____ _____

Learning Target	3. I ask complex questions and revise my thinking based on new evidence.	
What Success Looks Like	I initiate inquiry, challenge assumptions, and reshape ideas as I gather new perspectives.	*Select yes or not yet to indicate your assessment. Use the sentence frames to explain or justify your selection.* ☐ YES ☐ NOT YET
How I Exceeded Expectations	I revised my thinking after analyzing new evidence or exploring different viewpoints.	*Select yes or not yet to indicate your assessment. Use the sentence frames to explain or justify your selection.* ☐ YES ☐ NOT YET
What I Can Work On	I need to ask deeper questions or reflect more on how new information affects my ideas.	*Select yes or other to indicate what you need to work on to grow in this area.* ☐ YES ☐ OTHER: _____ _____ _____
Student Reflection Sentence Frames	"My question changed from _____ to _____ because _____." "After learning _____ I now think _____." "Next time, I'll ask _____ to better understand the topic."	*Provide a statement explaining or justifying your assessment. Use the sentence frames if necessary.* _____ _____ _____

		_____ _____

Learning Target	4. I reflect on feedback, adapt strategies, and monitor progress toward mastery.	
What Success Looks Like	I use teacher or peer feedback to revise work, adjust strategies, and show growth over time.	*Select yes or not yet to indicate your assessment. Use the sentence frames to explain or justify your selection.* ☐ YES ☐ NOT YET
How I Exceeded Expectations	I made meaningful changes based on feedback and used new strategies to improve.	*Select yes or not yet to indicate your assessment. Use the sentence frames to explain or justify your selection.* ☐ YES ☐ NOT YET
What I Can Work On	I need to reflect more deeply on feedback, adjust my approach, or monitor my progress more intentionally.	*Select yes or other to indicate what you need to work on to grow in this area.* ☐ YES ☐ OTHER: _____ _____ _____
Student Reflection Sentence Frames	"I improved my work by applying feedback about _____." "I changed my strategy to _____ after reflecting on _____." "Next time, I'll track my progress by _____."	*Provide a statement explaining or justifying your assessment. Use the sentence frames if necessary.* _____ _____ _____ _____ _____

Collaborative Reflection on Multiple Competencies

✨ Grades 9-12 Collaborative Reflection Activities ✨

These low-prep, student-centered experiences are designed to help high school learners reflect deeply on the BCPS Graduate Profile competencies in authentic and relevant ways. Each activity highlights one competency in focus while naturally sparking reflection on others through peer dialogue, real-life connections, and personal insight.

Perfect for advisory, post-project reflection, classroom wrap-ups, or college/career readiness sessions, these activities build students' self-awareness, agency, and clarity about how the Graduate Profile guides their growth as learners, teammates, and future-ready citizens.

9-12 Collaborative Reflection Activity: Mastery Learner

Activity Name: Concept → Confidence

Purpose: Help students reflect on their learning journey—identifying moments of confusion, strategies that led to understanding, and areas for continued growth. This process highlights how other competencies (like Collaboration, Communication, or Problem Solving) support mastery.

Steps:

1. **Personal Learning Snapshot (5 min):** Each student identifies a concept or skill they've struggled with in the past. They write three sticky notes:
   - **Confused:** What initially challenged them
   - **Clarified:** What helped them understand (strategy, feedback, collaboration)
   - **Curious:** What they still want to explore or improve

2. **Visual Reflection Wall (4 min):** Students post their sticky notes in columns labeled **Confused → Clarified → Curious**. This creates a visual map of growth across the class.

3. **Collaborative Discussion (5 min):** In small groups, students walk the wall and notice patterns. Then they discuss:
   - "What strategies helped us most?"
   - "Which other competencies supported our journey to understanding?"
   - "How can we use these habits again in future learning?"