

Authentic Assessment Grades 3-5



Community Contributor: Authentic Assessment Grades 3-5

Keep It Empathetic. Keep It Purposeful. Keep It Growing.

Grades 3–5 students grow as community contributors by noticing needs, taking action, and reflecting on their impact. They build empathy, responsibility, and collaboration through real-world experiences.

This resource offers rubrics, task ideas, and reflection tools to help students become thoughtful, engaged members of their communities.

Authentic Assessment Strategies	These assessment ideas support students in practicing kindness, empathy, and responsibility in everyday situations. They pair easily with the rubric and reflection tools below to guide growth as caring, inclusive contributors.
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Rubrics & Self-Assessments:

Glows & Grows Rubric	<p>Purpose: Aligned to the Performance Outcomes, this rubric provides a snapshot of performance across three levels: Developing, At Standard, and Advanced.</p> <p><u>Key Features:</u></p> <ul style="list-style-type: none">• Includes teacher-facing suggestions for implementation and modeling.• Each table offers a learning target, success criteria, “Grows” and “Glows” descriptors (<i>which can be edited</i>), and sentence frames for student reflection.• Designed to be co-constructed and embedded into daily routines. <p><u>Use Case:</u> Perfect for classroom integration, guided reflection, and building shared language around the Graduate Profile. It aligns with the Grades 3-5 Competency Guide and includes sentence frames to support student reflection.</p>
1 pt. Rubric	<p>Purpose: Provides a standards-based snapshot of performance across three levels: Developing, At Standard, and Advanced.</p> <p><u>Key Features:</u></p> <ul style="list-style-type: none">• Each learning target is based on a Performance Outcome and framed with “I am a self-directed navigator when...” statements.

	<ul style="list-style-type: none"> Includes a space to write the specific feedback for growth (“Grows”) and excellence (“Glow”). Focuses on observable behaviors and outcomes. <p><u>Use Case:</u> Ideal for ongoing feedback throughout a learning experience—copy and adapt to include content standards and only the performance outcomes students are focused on in the learning experience. Also useful for teacher scoring, student reflection, and communicating progress to families.</p>
Continuum Rubric	<p>Purpose: Supports student self-assessment and goal-setting through a developmental lens.</p> <p><u>Key Features:</u></p> <ul style="list-style-type: none"> Uses ‘is’ and ‘is not’ statements with visual dot indicators for students to mark their current level. Encourages reflection and goal-setting in simple, student-friendly language. Ideal for tracking growth over time and prompting metacognitive conversations. <p><u>Use Case:</u> Best for formative check-ins, student-led conferences, or as part of a learning journal. Copy and adapt to co-create descriptions with students or use as-is.</p>
Student Self-Assessment Checklist	<p>Purpose: Supports students in reflecting on their growth as learners by using accessible language and routines to build ownership, goal-setting habits, and awareness of key graduate profile competencies.</p> <p><u>Key Features:</u></p> <ul style="list-style-type: none"> Focuses on four core behaviors: choosing strategies, reflecting, connecting, and learning from mistakes “Today I...” statements with three response levels: <i>I did my best, I tried a little, I need help</i> Final prompt supports personal insight and goal-setting Visually engaging—students can color, circle, or mark responses <p><u>Use Case:</u> Perfect for independent work, choice time, and post-activity reflection. Easily woven into weekly portfolio check-ins or routines like morning meetings to build habits of reflection and initiative.</p>
Google Form	<p>Google Form self assessment aligned to the BCPS Performance Outcomes. Make your own copy and adjust to your liking.</p>

Reflection Ideas:

<p><u>Inkwire Reflections</u></p> <p><i>**Reach out to <u>Gina Weber</u> for assistance using Inkwire.</i></p>	<p>Reflection prompts for every competency on the Inkwire Digital Portfolio Platform. Copy the Inkwire <i>Space</i> into your established Inkwire <i>Community</i> using the steps below.</p> <ol style="list-style-type: none"> 1. Join my Inkwire <i>Space</i> with this join code: SDZZ2G 2. Copy the <i>Space</i> into your Inkwire <i>Community</i>. 3. Adjust the <i>Topics</i> in the <i>Space</i> to meet your needs before assigning them to your class.
<p><u>Collaborative Reflection Strategy</u></p>	<p>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.</p> <p>These can be used during morning meetings, closing circles, or before/after authentic learning experiences to build self-awareness and deepen connections between competencies.</p>
<p><u>Reflection Thinking Routines</u></p>	<p>Reflection thinking routines are structured activities that help students evaluate their learning, recognize strengths, areas for improvement, and set future goals, fostering self-awareness and critical thinking. These routines work with all competencies.</p>

Authentic Assessment Strategies

Using Authentic Assessments Formatively and Summatively

The assessment strategies in this resource are designed to be flexible. The same activity can often serve both formative and summative purposes depending on how it is used. Use this table to guide how each activity might support students' growth and demonstration of **Community Contributor** skills.

Assessment Strategy	Formative Use (During Learning)	Summative Use (After Learning)
Empathy Mini Conferences	Students discuss observations, feelings, and brainstorm with teacher support on how to address a need.	Student shares the issue they addressed, why it mattered, and how their response showed empathy.
Respect Celebrations	Teacher prompts students to reflect on moments of respectful dialogue or inclusion.	Student explains how they honored diverse perspectives or acted as a responsible group member.
Evidence of Action Tasks	Students collect examples of needs, share ideas, and plan ways to contribute.	Student presents artifacts showing how their actions addressed a need and benefited others.
<u>Reflection Card Activities</u>	Students reflect on group interactions, responsibility, and ways to improve collaboration.	Student evaluates how they contributed to team success and showed empathy during challenges.
Think-Aloud Routines	Students verbalize choices around fairness, empathy, or ethical decisions during tasks.	Student presents completed work using a think-aloud, describing their respectful actions and decisions.
<u>Perspective Connection Challenges</u>	Students explore differing viewpoints using literature, interviews, or discussions.	Student explains how considering multiple perspectives shaped their understanding and response.
Responsibility Routines	Students practice shared leadership, track follow-through, and reflect on their roles.	Student reflects on how they fulfilled responsibilities and contributed positively to a community.
Feedback & Self-Assessment Circles	Teacher facilitates peer/self feedback around collaboration, respect, and ethical behavior.	Student uses tools and rubrics to evaluate their growth as a community contributor and set future goals.

Reflection Card Activities: Examples for Grades 3–5

💬 **Card Prompt: “What did you do to help your group succeed?”**

- *Student Response:* “I helped organize the materials and made sure everyone had a turn to share.”
- *Framing Idea:* Use after group work or classroom jobs to help students recognize collaborative roles and shared responsibility.

💬 **Card Prompt: “When did you show empathy during this activity?”**

- *Student Response:* “I noticed Ava was having trouble, so I offered to help and asked how she was feeling.”
- *Framing Idea:* Pair with read-alouds or service projects to highlight emotional awareness and caring actions.

💬 **Card Prompt: “How did your group make decisions fairly?”**

- *Student Response:* “We voted on the idea, and everyone got to explain why they liked their choice.”
- *Framing Idea:* Use during decision-making tasks to scaffold respectful dialogue and group norms.

💬 **Card Prompt: “What would you change to work better next time?”**

- *Student Response:* “Next time, I’ll listen more before jumping in with ideas.”
- *Framing Idea:* Use as part of revision routines or after project reflections to foster ownership and growth mindset.

💬 **Card Prompt: “Why was it important to include everyone?”**

- *Student Response:* “We got better ideas when more people shared, and it made the activity more fun.”
- *Framing Idea:* Tie into inclusion goals or morning meetings to emphasize social awareness and belonging.

Perspective Connection Challenges: Examples for Grades 3–5

**** Challenge: “Read a story with two characters who disagree. Whose side did you understand better—and why?”**

- *Student Response:* “I understood the brother’s side more because he wanted to protect his sister, even though she thought he was being bossy.”

- *Use Case:* Literature circles, read-alouds, or paired texts with contrasting viewpoints.

**** Challenge: “Interview someone with a different opinion than yours. What surprised you?”**

- *Student Response:* “I thought my neighbor didn’t care about recycling, but she explained how she reuses things instead.”
- *Use Case:* Community projects, persuasive writing prep, or SEL discussions.

**** Challenge: “After your group discussion, how did your thinking change?”**

- *Student Response:* “At first I thought we should build a playground, but after hearing others, I saw how a garden could help more people.”
- *Use Case:* Project-based learning, civic engagement tasks, or classroom debates.

**** Challenge: “Imagine you’re the character who made a tough choice. What would you do differently?”**

- *Student Response:* “If I were the fox, I would have told the truth instead of tricking the other animals.”
- *Use Case:* Fables, moral dilemmas, or historical decision-making activities.

**** Challenge: “Why is it important to hear different perspectives before making a decision?”**

- *Student Response:* “Because you learn things you didn’t think about, and it helps you be fair.”
- *Use Case:* Conflict resolution, classroom norms, or collaborative planning.

Glows & Grows Rubric

Glows & Grows Rubric: Community Contributor

Teacher Guide: How to Use this Rubric

This rubric helps students in grades 3–5 grow as **Community Contributors** by offering clear expectations and structured reflection opportunities. It's grounded in the BCPS Graduate Profile and aligned to the 3–5 **Community Contributor** indicators.

* Suggested Use:

1. **Co-Create Descriptors.** Consider using this resource as inspiration for co-creating the descriptors with your students. This will make for a more meaningful reflection experience for students.
 2. **Introduce one target at a time.** Display it visibly and model it during classroom routines (e.g., cooperative games, group challenges).
 3. **Facilitate Metacognition.** Encourage students to set intentions before starting an activity.
 4. **Use during instruction and activities.** Observe students in action, take notes, and celebrate progress using the rubric language.
 5. **Support the Need for Reflection.** Have students reflect on strengths and areas for growth.
 6. **Embed in Feedback.** Use the rubric language during conferencing or peer feedback routines.
 7. **Support Diverse Learners.** Use sentence frames, visuals, or examples to reinforce expectations.
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Community Contributor Glows & Grows Rubric- Each table includes the learning target, a description of success, and **editable** columns for Grows and Glows, plus a spot for reflection. Learners can select the option that best describes them and provide a completed reflection statement using the sentence frames.

1. I recognize needs and care about making things better.

What Success Looks Like	Grows: (How can I grow?)	Glow: (What am I doing well?)
I notice when something's wrong, understand why it matters, and want to help.	I need help noticing what others need or why it matters.	I notice a problem and explain why it affects others.

Reflection Sentence Frames:

- Something I noticed was _____
- It matters because _____
- Next time, I'll pay attention to _____

2. I plan and take action to help others.

What Success Looks Like	Grows: (How can I grow?)	Glow: (What am I doing well?)
I work with others to make a plan and follow through in ways that support my community.	I need to make a clearer plan and follow through responsibly.	I made a plan and worked with others to make a difference.

Reflection Sentence Frames:

- My group decided to _____
- One thing I did to help was _____
- Next time, I'll improve by _____

3. I show empathy and respect for others' ideas, backgrounds, and experiences.

What Success Looks Like	Grows: (How can I grow?)	Glow: (What am I doing well?)
I listen carefully, include others, and respond with kindness and respect—even when we're different.	I need to listen more carefully and think about other viewpoints.	I included others and showed care for their ideas and feelings.

Reflection Sentence Frames:

- Something I learned from someone else was _____
- I showed respect by _____
- Next time, I'll try to _____ when someone disagrees.

4. I make ethical choices and act safely and responsibly.

What Success Looks Like	Grows: (How can I grow?)	Glow: (What am I doing well?)
I make fair, safe decisions and show integrity, even when no one's watching.	I need to think more about fairness, safety, and responsibility in my choices.	I acted with integrity and made safe, fair decisions even when it was hard.

Reflection Sentence Frames:

- One responsible thing I did was _____
- I made a fair choice when I _____
- Next time, I'll remember to _____

Student Self-Assessment Checklists

3-5 Community Contributor – Student Self-Assessment Checklist

This checklist helps learners reflect on kind, responsible, and inclusive behaviors in age-appropriate ways. It uses friendly language to help students notice how they help, include, care, and take responsibility—even when working with others feels tricky.

It supports key **Community Contributor** skills and can be used:

- During routines and choice time to spot helpful actions
- After activities for reflection and discussion
- In goal setting and conferences using “Glows” and “Grows” language
- In portfolios to track growth over time

Strategic Moments to Use the Checklist

- **Morning Meeting or Circle Time** Start the day by introducing or modeling one behavior. Invite students to reflect on how they might show that behavior throughout the day.
- **During Choice Time, Centers, or Inquiry Activities** Students can use the checklist to notice and reflect on how they include others, show empathy, or take responsibility. Teachers may confer with students during or after these moments to support reflection and goal setting.
- **Post-Activity Reflections** After group work, choice time, or a class project, students can self-assess using the checklist. It encourages metacognition in a concrete, accessible way.
- **Goal-Setting Conferences** The checklist becomes a communication bridge—students reflect on their “glows and grows,” and teachers share observations to guide next steps in kind, student-friendly language.
- **Weekly Portfolio Check-Ins** Add completed checklists to student portfolios to capture social-emotional growth over time. This is especially meaningful when connected to classroom norms or report card reflections.

3-5 Community Contributor– Student Self-Assessment Checklist

Students can color in, circle, or place a sticker/checkmark on each box.

1. Recognizing Needs & Caring About Others

Today I...

- ☐ Noticed when someone needed help or saw a way to make things better
- ☐ Explained why a problem matters and how it affects others
- ☐ Showed I care by thinking about how my actions can help

How did I do?

 I did my best!  I tried a little  I need help

2. Planning & Taking Action

Today I...

- ☐ Helped make a plan to solve a community or classroom problem
- ☐ Took action with others to make a positive difference
- ☐ Followed through in responsible ways and explained my impact

How did I do?

 I did my best!  I tried a little  I need help

3. Showing Empathy & Respect

Today I...

- ☐ Listened to others and learned from their ideas or feelings
- ☐ Included different voices and showed kindness
- ☐ Thought about other perspectives—especially if they were different from mine

How did I do?

 I did my best!  I tried a little  I need help

4. Acting Responsibly & Making Ethical Choices

Today I...

- ☐ Made choices that were fair, safe, and respectful
- ☐ Took responsibility—even if it was hard or nobody was watching
- ☐ Explained how I used values like honesty or care in my decisions

How did I do?

 I did my best!  I tried a little  I need help

Final Reflection

The best part about being a Community Contributor today was: _____

Next time, I want to work on: _____

Collaborative Reflection on Multiple Competencies

✨ Grades 3–5 Collaborative Reflection Activities ✨

These short, student-centered activities are designed to help students in grades 3–5 reflect on the BCPS Graduate Profile competencies in meaningful, collaborative ways. Each activity is built around one specific competency while encouraging reflection on multiple competencies through partner talk, small group collaboration, creative thinking, and peer support.

Activities are intentionally low-prep and take just 10–15 minutes. They can be used during morning meetings, closing circles, at the end of a lesson or project, or as part of a weekly reflection routine. Over time, these experiences build student self-awareness, peer accountability, and a deeper understanding of what it means to grow as a communicator, collaborator, problem solver, and more.

3-5 Collaborative Reflection Activity: Community Contributor

Title: Ripple Effect

Purpose: To help students reflect on how small, everyday actions contribute to their community and recognize how communication, collaboration, and self-direction support those actions.

Materials: Paper circles or sticky notes, chart paper with the question: “How do your actions ripple out to help others?”

✓ 1. Brainstorm:

Begin with a quick discussion:

Ask:

- “What’s something kind, helpful, or thoughtful you’ve done for someone else recently?”
- “What’s something someone else has done that helped you?”

Invite students to share out loud or turn and talk. Emphasize that even small acts (sharing supplies, helping a friend understand something, cleaning up) can make a big difference.

✓ 2. Ripple Note:

Give each student a **paper circle or sticky note**. Ask them to:

- **Write or draw** one action they’ve taken that helped someone else.
Example: “I helped my partner edit their writing,” or a drawing of someone picking up trash.
- Encourage them to include how they used another competency (e.g., listened carefully, worked with a team, stayed focused).

Optional prompt for older students:

“How did you decide to help?” or “What other competencies helped you follow through?”

✓ 3. Collaborative Display:

Have students place their circles or notes on a large board or chart paper.

- Arrange them outward from the center in rings or clusters to **visually represent a ripple effect**.
- Label the display: *"Our Ripple Effect: How We Help Our Community"*

This makes student actions visible and celebrates their contributions.

✓ 4. Discussion:

- "What patterns do you see?"
 - "Which other competencies helped you contribute (e.g., communication, self-direction)?"
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✓ 5. Wrap-Up Prompt:

- "One way I want to make a ripple this week is _____."