

# Authentic Assessment Grades 9-12



## Community Contributor: Authentic Assessment Grades 9-12

**Keep It Intentional. Keep It Inclusive. Keep It Empowered.**

Grades 9–12 students grow as community contributors by thinking critically, leading with purpose, and taking action for equity. They explore real issues, design ethical solutions, and reflect on their impact.

This resource includes tasks, rubrics, and reflection tools to help students apply the Community Contributor competency in meaningful, real-world ways.

### [Authentic Assessment Strategies](#)

These assessment ideas challenge students to lead with purpose, advocate for equity, and design ethical solutions. Pair with the rubric and reflection tools below to promote accountability, civic voice, and meaningful change.

### Rubrics & Self-Assessments:

### [Glow & Grow Rubric](#)

**Purpose:** Supports student ownership through structured reflection and instructional guidance. Helps students assess progress toward key learning targets while building habits of self-direction, empathy, and intentional growth.

Key Features:

- Includes teacher-facing suggestions for modeling, implementation, and classroom integration
- Each section features a success criteria, a “Yes” or “Not Yet” performance check, and follow-up prompts to identify a specific Glow (strength) or Grow (area for improvement)
- Sentence frames guide student reflection, goal-setting, and consideration of diverse perspectives
- “Glow” and “Grow” descriptors *are editable*, allowing students or teachers to customize language based on individual work and alignment to success criteria

	<ul style="list-style-type: none"> <li>Designed for co-construction and regular use to build shared language and reflection routines across competencies</li> </ul> <p><u>Use Case:</u> Ideal for formative check-ins, peer feedback, and end-of-unit reflections. Builds shared language, supports meaningful reflection, and aligns with the Grades 9–12 Competency Guide to foster ownership, equity, and authentic engagement.</p>
<a href="#">1 pt. Rubric</a>	<p><b>Purpose:</b> 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"> <li>Each learning target is based on a Performance Outcome and framed with “I am a self-directed navigator when...” statements.</li> <li>Includes a space to write the specific feedback for growth (“Grows”) and excellence (“Glow”).</li> <li>Focuses on observable behaviors and outcomes.</li> </ul> <p><u>Use Case:</u> <b>Ideal for ongoing feedback throughout a learning experience</b>—copy and adapt to include <b>content standards</b> and <b>only the performance outcomes students are focused on in the learning experience</b>. Also useful for teacher scoring, student reflection, and communicating progress to families.</p>
<a href="#">Continuum Rubric</a>	<p><b>Purpose:</b> Supports student self-assessment and goal-setting through a developmental lens.</p> <p><u>Key Features:</u></p> <ul style="list-style-type: none"> <li>Uses ‘is’ and ‘is not’ statements with visual dot indicators for students to mark their current level.</li> <li>Encourages reflection and goal-setting in simple, student-friendly language.</li> <li>Ideal for tracking growth over time and prompting metacognitive conversations.</li> </ul> <p><u>Use Case:</u> Best for formative check-ins, student-led conferences, or as part of a learning journal. Copy and adapt to <b>co-create descriptions with students</b> or use as-is.</p>
<a href="#">Google Form</a>	<p>Google Form self assessment aligned to the BCPS Performance Outcomes. Make your own copy and adjust to your liking.</p>

## Reflection Ideas:

<p><a href="#"><u>Inkwire Reflections</u></a></p> <p><i>**Reach out to <a href="#"><u>Gina Weber</u></a> 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"> <li>1. Join my Inkwire <i>Space</i> with this join code: <b>SDZZ2G</b></li> <li>2. Copy the <i>Space</i> into your Inkwire <i>Community</i>.</li> <li>3. Adjust the <i>Topics</i> in the <i>Space</i> to meet your needs before assigning them to your class.</li> </ol>
<p><a href="#"><u>Collaborative Reflection Strategy</u></a></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><a href="#"><u>Reflection Thinking Routines</u></a></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)
<b>Inquiry &amp; Stakeholder Logs</b>	Students pose critical questions, engage in dialogue with affected individuals, and identify gaps in understanding. Teacher checks for empathy, relevance, and breadth of inquiry.	Students submit annotated logs showing how inquiry evolved through conversation, stakeholder insight, and critical questioning of real-world issues.
<b>Perspective Mapping Journals</b>	Students track multiple viewpoints, analyze credibility, and begin synthesizing information. Teacher facilitates comparison and value clarification.	Final entries include synthesized perspectives, personal reflections, and rationale for community-centered decision-making.
<b>Community Scenario Planning</b>	Students explore complex dilemmas through identity lenses and stakeholder perspectives. Teacher supports exploration of bias, privilege, and lived experience.	Students present strategies that demonstrate ethical reasoning, inclusive design, and long-term implications tied to shared humanity.
<b>Identity Reflection Interviews</b>	Students articulate how personal identity informs community work. Teacher prompts reflection on bias, voice, and values.	Students conduct or record reflective interviews highlighting growth in self-awareness, civic responsibility, and inclusive advocacy.
<b>Impact Evidence Portfolios</b>	Students gather evidence from actions and evaluate community impact. Teacher guides interpretation of qualitative and quantitative data.	Final portfolios showcase principled action, reflection on ripple effects, and growth as ethical contributors to a diverse community.
<b>Community Contribution Growth Maps</b>	Students co-construct maps aligned to Community Contributor indicators. Teacher supports goal-setting and inclusive action planning.	Students evaluate growth over time—explaining how inquiry, action, and reflection deepened their role in creating community impact.
<b>Student-Led Contribution Conferences</b>	Students prepare reflections on inquiry, identity, and civic action. Teacher facilitates peer feedback and stakeholder critique.	Students lead conferences highlighting community-focused investigation, ethical design, and lasting contributions grounded in real-world connection.

# Glows & Grows Rubric

# Glows & Grows Rubric: Community Contributor

## Teacher Guide: How to Use this Rubric

This rubric helps students in grades 9–12 grow as **Community Contributors** by offering clear expectations and structured opportunities for reflection. It's built on the BCPS Graduate Profile and aligned to the 9–12 **Community Contributor** competency guide.

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### \* 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 competency goals 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. Refer to student goals when giving feedback.
  7. **Support Diverse Learners.** Use sentence frames, visuals, or examples to reinforce expectations.
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**Community Contributor Glows and Grows Rubric (9-12)-** This reflection tool supports students in assessing their progress toward key learning targets. Each section includes:

- A **success statement** describing what meeting the target looks like
- A choice between “**Yes**” or “**Not Yet**” to indicate current performance
- A follow-up prompt to identify a specific **Glow** (strength) or **Grow** (area for improvement)
- **Sentence frames** to guide reflection and goal-setting

**Student Use:** Students review each learning target, select the option that best represents their current level, and complete a reflection using the sentence frames. This process helps them name what they did well, consider whose perspectives they engaged with, and identify how they'll deepen their inquiry or communication next time.

This rubric can be used during formative check-ins, peer feedback, or end-of-unit reflections to build ownership, empathy, and authentic engagement.



[illegible]

[illegible]

Learning Target	3. I reflect on identity, values, and shared humanity.	
What Success Looks Like	I connect personal identity to community roles and advocate for inclusive, equitable practices.	<i>Select yes or not yet to indicate your assessment. Use the sentence frames to explain or justify your selection.</i> <input type="checkbox"/> YES <input type="checkbox"/> NOT YET
How I Exceeded Expectations	I used my voice to elevate others' experiences and took action based on shared responsibility.	<i>Select yes or not yet to indicate your assessment. Use the sentence frames to explain or justify your selection.</i> <input type="checkbox"/> YES <input type="checkbox"/> NOT YET
What I Can Work On	I need to reflect more deeply on how my values and bias influence my choices.	<i>Select yes or other to indicate what you need to work on to grow in this area.</i> <input type="checkbox"/> YES <input type="checkbox"/> OTHER: _____ _____ _____
Student Reflection Sentence Frames	My identity shaped my actions by _____  I created space for others by _____  Next time, I'll strengthen inclusion by _____	<i>Provide a statement explaining or justifying your assessment. Use the sentence frames in the middle column if necessary.</i> _____ _____ _____ _____ _____ _____



# 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.

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### 9-12 Collaborative Reflection Activity: Community Contributor

**Activity Name:** Impact Audit

**Purpose:** Help students analyze their contributions—intentional or unintentional—through multiple lenses: personal, relational, and systemic. This reflection builds self-awareness, accountability, and recognition of how different competencies empower community impact.

#### **Steps:**

##### **1. Personal Audit Prompt (3–4 min)**

Students respond in writing to one of these high-agency prompts:

- “Describe a moment when your actions—big or small—changed someone’s experience for the better.”
- “Name one way you’ve shaped your community this semester—positively, subtly, or even unintentionally.”
- “Think of a time when you *could have* contributed more. What held you back?”

*Examples:*

- I advocated for changing our club’s meeting time to include more students.
- I noticed someone was left out at lunch but didn’t say anything.
- I shared scholarship resources with a classmate who hadn’t heard about them.

##### **2. Layered Analysis (4–5 min)**

Students complete a 3-part audit grid:

Lens	Questions	Example
Self	What did I value or intend? What was my motivation or hesitation?	“I wanted to help but didn’t know how to include them.”

<b>Others</b>	Who benefitted, felt seen, or supported? What was the interpersonal impact?	“Several new members joined after the time change.”
<b>System</b>	Did this ripple out to affect norms, culture, access, fairness? What competencies made that possible?	“It showed others how to speak up—Empathy + Self-Direction.”

### 3. Structured Dialogue (4–5 min)

In small groups, students choose one lens to share and discuss:

- “What did you notice about how impact shows up—visible or invisible?”
- “Which competencies helped you lead with purpose?”
- “What skills do we need more of to grow a stronger community?”

Optional Wrap-Up:

- “To grow as a Community Contributor, I will use \_\_\_ to take action with intention.”
- “Next time I notice an opportunity to contribute, I want to \_\_\_.”