

Authentic Assessment Grades K–2



Mastery Learner: Authentic Assessment Grades K–2

Keep It Reflective. Keep It Connected. Keep It Growth-Oriented.

In K–2, students begin learning how to stick with challenges, reflect on their learning, and celebrate progress. They practice using strategies, adjusting their thinking, and showing what they’ve learned in different ways.

This resource includes rubrics, sample tasks, and reflection tools that guide students through goal-setting, practice, and progress monitoring.

Authentic Assessment Strategies	These assessment ideas support students in practicing focus, persistence, and continuous improvement in everyday situations. They pair easily with any of the rubric and reflection tools to guide growth as thoughtful, resilient learners who strive for excellence and take pride in their progress.
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Rubrics & Self-Assessments:

Glows & Grows Rubric	<p>Purpose: Combines structured reflection with instructional guidance to deepen student ownership.</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 K–2 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. • 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>
<u>Continuum Rubric</u>	<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>
<u>Student Self-Assessment Checklist</u>	<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"> • Organized into categories with specific “Today I...” statements. • Students rate themselves using simple options (e.g., <i>I did my best, I tried a little, I need help</i>). • Optional reflection prompts help personalize learning and guide next steps. <p><u>Use Case:</u> Useful after collaborative tasks, during portfolio check-ins, or in student-led conferences.</p>
<u>Competency Self-Assessment</u>	<p>Purpose: Supports early learners in building self-awareness and ownership of their growth through simple, scaffolded reflection. Encourages goal-setting and metacognition using developmentally appropriate language and routines.</p> <p><u>Key Features:</u></p> <ul style="list-style-type: none"> • “I can...” statements aligned to key learning behaviors within each Graduate Profile competency • Three response levels: <i>Not yet, With help, By myself</i> to support differentiated reflection

	<ul style="list-style-type: none"> • Visual and accessible format—students can circle or mark responses independently • Includes a goal-setting prompt to guide next steps and build agency <p><u>Use Case:</u> Ideal for formative reflection during centers, choice time, or post-activity check-ins. Can be used in conferences, classroom routines, or portfolio documentation to help students track progress and articulate growth over time.</p>
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Reflection Ideas:

<u>Collaborative Reflection Strategy</u>	<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>
<u>Reflection Thinking Routines</u>	<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 **Mastery Learner** skills.

Assessment Strategy	Formative Use (During Learning)	Summative Use (After Learning)
Wonder Wall Questions	Students contribute questions before/during a lesson; teacher encourages curiosity and models flexible thinking	Student selects a question to investigate and presents how their thinking grew through exploration
Think-Alouds & Reflection Journals	Teacher prompts students to talk or write about what they're learning and why it matters	Student articulates key ideas and personal connections in a structured reflection or journal entry
Real-Life Connection Drawings	Students sketch or explain how a classroom concept shows up in real life	Student creates a visual or verbal representation showing meaningful connections across contexts
Strategy Anchor Chart Talks	Teacher introduces perseverance strategies (e.g., "I try another way") and guides students in using them	Student independently selects and uses a strategy when learning is difficult and explains how it helped
Vocabulary Revisit Routine	Students use key words across different contexts; teacher supports with sentence frames	Student uses content vocabulary accurately in reflection or explanation, showing retention and understanding
Mind Maps & Venn Diagrams	Students compare ideas or experiences; teacher prompts noticing similarities and differences	Student creates a comparison product that shows conceptual understanding and cross-context connections
Inquiry-Based Centers	Students choose exploration stations based on questions or interests; teacher prompts learning reflection	Student shares evidence of learning and how it connects to their wonderings or expanded thinking
Goal-Setting Conferences	Teacher supports students in identifying learning goals and discussing effort strategies	Student reflects on personal progress toward a learning goal and next steps for growth

Self-Assessment Checklists	Students use scaffolded checklists to monitor their thinking, questions, and perseverance	Student completes a reflection showing what they learned, how they improved, and what they still wonder about
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Glows & Grows Rubric

K-2 Glows & Grows Rubric: Mastery Learner

Teacher Guide: How to Use This Rubric

This Glows & Grows rubric helps students in grades K–2 grow as **Mastery learners** by offering clear expectations and structured opportunities for reflection. It's built on the BCPS Graduate Profile and aligned to the K–2 **Mastery Learner** competency guide.

* 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., read-alouds, inquiry activities).
 3. **Use during instruction and tasks.** Observe students in action, take notes, and celebrate progress using the rubric language.
 4. **Facilitate reflection.** Have students complete sentence frames to notice learning and identify areas for growth.
 5. **Incorporate into conferencing.** Use the “Grows” and “Glows” language to guide student-teacher check-ins.
 6. **Support emergent readers.** Consider adding visuals, icons, or emojis when displaying or using this in print.
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Mastery Learner Glows & Grows Rubric: Each table includes a learning target, what success looks like, and **editable** columns for Grows and Glows, plus student reflection. Learners choose the option that best describes them and reflect (verbally, in writing, or through drawing) using the sentence frames.

1. I build knowledge by thinking and reading about new ideas.

What Success Looks Like	Grows: (How can I grow?)	Glow: (What am I doing well?)
I talk about new ideas and explain what I've learned in my own words.	I need to think more carefully and explain new ideas in my own words.	I shared new learning and used my own thinking to explain it.

Reflection Sentence Frames:

- I learned about _____ and it made me think _____
- This idea reminded me of _____
- Next time, I will try to learn more about _____

2. I make connections between learning and life.

What Success Looks Like	Grows: (How can I grow?)	Glow: (What am I doing well?)
I connect what I learn to things I've seen, heard, or done in real life.	I need to look for more ways to connect learning to my life.	I found a real-life connection to something I learned.

Reflection Sentence Frames:

- This reminds me of _____ because _____
- I've seen this before when _____
- Next time, I want to connect this to _____

3. I keep trying when learning is hard.

What Success Looks Like	Grows: (How can I grow?)	Glow: (What am I doing well?)
I notice what's tricky, try new strategies, and talk about how I'm improving.	I need to use new strategies and keep going when it's hard.	I kept trying and found a way to get better.

Reflection Sentence Frames:

- One part that was hard was _____
- I tried _____ and it helped me.
- Next time, I will try _____ when I get stuck.

4. I ask questions and use them to learn more.

What Success Looks Like	Grows: (How can I grow?)	Glow: (What am I doing well?)
I wonder about topics, explore ways to find answers, and explain how my thinking changed.	I need to use new strategies and keep going when it's hard.	I kept trying and found a way to get better.

Reflection Sentence Frames:

- One part that was hard was _____
- I tried _____ and it helped me.
- Next time, I will try _____ when I get stuck.

Student Self-Assessment Checklists

K–2 Mastery Learner – Student Self-Assessment Checklist

This checklist helps K–2 students reflect on how they build understanding, use feedback, and persist through challenges. It uses encouraging language to help students notice their learning habits—like asking questions, revising work, and celebrating progress.

It supports key **Mastery Learner** skills and can be used:

- During independent work or practice routines to prompt reflection on effort and strategy
- After feedback sessions or revision activities to support metacognition
- In goal-setting and teacher-student conferences using “Glow” and “Grow” language
- In portfolios to show growth in perseverance, accuracy, and ownership 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 stay engaged, work carefully, and build on what they’ve learned. Teachers may confer with students during or after these moments to support reflection and goal setting around persistence and progress.
- **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 growth over time. This is especially meaningful when connected to classroom norms or report card reflections.

K–2 Mastery Learner – Student Self-Assessment Checklists

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

1. Thinking and Talking About New Ideas

Today I...

- ☐ Thought carefully about something new
- ☐ Used new words to talk about my learning
- ☐ Explained what I learned in my own way

How did I do? 😊 I did my best! 😐 I tried a little 😞 I need help

2. Connecting My Learning to Real Life

Today I...

- ☐ Said how an idea reminded me of something I've seen or done
- ☐ Found a connection between two different things
- ☐ Used what I already knew to help me learn something new

How did I do? 😊 I did my best! 😐 I tried a little 😞 I need help

3. Asking Questions and Learning From Them

Today I...

- ☐ Asked a question before or after learning something
- ☐ Used books, people, or activities to explore my question
- ☐ Shared how my thinking changed

How did I do? 😊 I did my best! 😐 I tried a little 😞 I need help

4. Keeping Going When Learning Is Hard

Today I...

- ☐ Noticed something that was tricky for me
- ☐ Tried a new strategy when I got stuck
- ☐ Talked about how I got better

How did I do? 😊 I did my best! 😐 I tried a little 😞 I need help

Final Reflection

The best part about being a Mastery Learner today was: _____

Next time, I want to work on: _____

Collaborative Reflection on Multiple Competencies

☀ Collaborative Reflection Activities (Grades K–2) ☀

These quick, low-prep activities are designed to help young learners reflect on multiple BCPS Graduate Profile competencies while actively developing one key competency through collaboration and discussion. Each low prep 10–15 minute activity encourages students to explore their strengths and growth areas in a fun, age-appropriate way, using movement, drawing, storytelling, or teamwork.

Teachers can use these activities during morning meetings, closing circles, transition times, or as part of a weekly reflection routine. They are ideal for building classroom community, supporting social-emotional learning, and helping students begin to internalize the language and habits of lifelong learners.

By making reflection interactive and student-centered, these activities lay the foundation for deeper self-awareness and collaborative skills across the year.

K–2 Collaborative Reflection Activity: Mastery Learner

Title: Learning Detective

Purpose: Students explore how they learn best and reflect on persistence and learning habits.

Materials: None, optional detective magnifying glasses or paper

✓ 1. Mini-Intro (3–5 min)

Say: "A **Mastery Learner** tries their best, asks questions, and practices to get better."

Ask:

- "When did you keep trying even when something was tricky?"
 - "What helps you do your best learning?"
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✓ 2. Detective Walk (5 min)

Have students walk around the room like "learning detectives," looking for people who are being Mastery Learners (or who were earlier that day).

Prompt them to whisper to a friend:

- "I saw you being a Mastery Learner when you ____."
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✓ 3. Group Share (3–5 min)

Back in a circle:

- "What did you notice about how we learn best?"
- "Were we also being Effective Communicators or Self-Directed Navigators?"