Skookum Stories Project - Teacher Assessment Suggestions

Formative:

- Early on, check to see that each student has a grasp on the project and knows where they can go with it — help them brainstorm ideas but let them take the lead.
- About a third of the way through, ask students to show or hand in their inquiry questions. Helping them tweak these while they are still in the early stages had huge payout down the line. If you only give one bit of personal, descriptive, and direct feedback, this is the place to do it.
- Gather mid-point self-assessments from them about half of the way through.
- Offer to help edit or check over projects for those that want help, or seem to need to after reviewing the self-assessments. Encourage them to use maps, symbols, and correct referencing, and to find additional primary sources if what they have is thin. This also includes making sure any tech for their project is good to go.
- Gather self-assessments from them once their projects are completed and presented.
- Take notes during of immediately after their presentations — you'll want to preserve some of the stories for follow-up or as students exemplars. Take pictures of their posters (or keep some), and copies of their digital files if they are useful.

Summative

There are lots of ways to "score" this project, but one of the simplest is to take some notes about what students did and whether that addressed the four areas being assessed. Whether to tally a score out of 20, or to provide evidence for any kind of assessment feedback, a rubric like this one might be useful:

SKOOKUM STORIES • Teacher assessment **STUDENT NAME:**_____

Presentation notes

Understanding (value, *variety, accuracy* and depth of research)?	1	2	3	4	5
Authenticity (personal, meaningful engagement with topic)?	1	2	3	4	5
Process (application of skills, successful use of format or presentation)?	1	2	3	4	5
Critical Thinking (exploring three or more of the "elements of critical inquiry")?	1	2	3	4	5

Other notes:

1 Emerging (below expectations)
2 Beginning (approaching expectations)
3 Developing (minimally meets expectations)
4 Applying (competently meets expectations)
5 Extending (exemplary; fully meets or exceeds)