**GHES School Growth Plan: Taking Action**

*How will we capture student self-assessment of core competencies during outdoor and experiential learning (e.g., GOES)?*

Student Self-Assessment of Core Competencies During Outdoor, Experiential Learning

|  |  |
| --- | --- |
| **Provocations** | **Product** |
| * Criteria for demonstrating core competencies in GOES that are clearly posted, referenced and used for feedback and assessment
* I can statements for the core competencies in the context of GOES
* Picture cues and prompts
* Writing prompt that includes the language of core competencies
* Photos of students “in action” that they can use to reflect on and write about
* Naming and nurturing the language of core competencies while it is happening
* Facilitating inquiry questions and project-based learning
* Videos
* Connection to weekly school virtue
 | * Poster, Portfolio, etc. to make learning visible
* GOES journal for self-reflection
* Paper Reflection Forms (samples in the school’s CSL guide)
* Video
* Picture
* Newsletter
* Audio Recording
* Skits
* Live Demo/Practical Application
* Teaching it to someone else
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**GHES School Growth Plan: Checking**

How will we know if connecting student self-assessment of core competencies to outdoor and experiential learning (e.g., GOES) has improved outcomes for students (i.e. how will we know if we have made a difference? how will we know if students are better able to self-assess because it is connected to something authentic like GOES?)

Student Self-Assessment of Core Competencies During Outdoor Experiential Learning (GOES)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** |
| Connection to Context  | Does not use provocations (e.g., photo, video or practical experience) to make connections between GOES and core competencies | Makes minimal use of provocations (e.g., photo, video or practical experience) to make basic connections between GOES and core competencies | Makes considerable use of provocations (e.g., photo, video or practical experience) to make strong connections between GOES and core competencies | Makes exemplary use of provocations (e.g., photo, video or practical experience) to make elaborate connections between GOES and core competencies |
| Details and Description | Provides no detail or description | Provides little detail or description | Provides considerable detail and description | Provides elaborate detail and description |
| Self-Reflection | Requires considerable teacher prompting and support to self-reflect on GOES activity and to self-assess core competencies | Requires minimal teacher support and prompting but is able to self-reflect on GOES activity and self-assess core competencies | Demonstrates self-reflection of GOES activity and self-assessment of core competencies | Demonstrates independent self-reflection of GOES activity and self-assessment of core competencies. |