This document can be used for **Science** teachers to have students overtly self reflect on their competency levels of proficiency with respect to Communication , Creative and Critical Thinking, and Personal and Social Responsibility.

This is a self-reflection, not a criteria sheet for Summative evaluation.

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PERSONAL AND SOCIAL SELF-ASSESSMENT

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the level you are demonstrating in that competency and provide evidence in point form in the space provided in that box.

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| BEGINNING | DEVELOPING | PROFICIENT | EXTENDING |
| I can work with others for a specific purpose. | I can share my ideas and try to connect them with others’ ideas. | I can play a role in collectively monitoring the progress of the task or the group and adjust my contributions as needed. | I can ask thought-provoking questions, integrat~~e~~ new information and various perspectives from others, and think critically about whose voices are missing. |
| I can work with others for a specific purpose. | I can plan with others and adjust our plan according to the group’s purpose. | I can give, receive, and act on constructive feedback in support of our goals, and I can evaluate and revise plans with other group members. | I can step outside of my comfort zone to develop working relationships with unfamiliar groups. |
| I can make observations about my surroundings or about this issue. | I can experience and interpret the local environment. | I can contribute to care for self, others, community, and world through personal or collaborative approaches. | I can demonstrate an awareness of assumptions and bias in my own work and secondary sources. |
| I can identify a question to answer. | I can seek patterns and connections in data. | I can express and reflect on a variety of experiences and perspectives of place. | I can exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources. |
| I can observe, measure, and record data. | I can measure and control variables (dependent and independent) through fair tests. | I can collaboratively plan a range of investigation types, including field work and experiments,  to answer their questions or solve problems they have identified. | I can consider social, ethical, and environmental implications of the findings from their own and others’ investigations. |

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CREATIVE AND CRITICAL THINKING SELF-ASSESSMENT

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the level you are demonstrating in that competency and provide evidence in point form in the space provided in that box.

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| BEGINNING | DEVELOPING | PROFICIENT | EXTENDING |
| I can make my ideas work or I can change what I am doing. | I can look for new perspectives, new problems, or new approaches. | I am willing to take significant risks in my thinking in order to generate lots of ideas. | I can challenge assumptions and have deliberate strategies for getting new ideas. |
| I can tell or show others something about my thinking. | I generate new ideas as I pursue my interests. | I consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. | I can offer detailed analysis, using specific terminology, of my progress, work, and goals. |
| I can find some evidence and make judgments. | I can use scientific understandings to identify relationships and draw conclusions. | * I use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. | * I can seek patterns and connections in data from my own investigations and secondary sources. |
| * I can get new ideas to create new things or solve straightforward problems. | I build the skills I need to make my ideas work, and I usually succeed, even if it takes a few tries. | I use my experiences with various steps and attempts to direct and improve my future work. | I can reflect on investigation methods.  I can identify possible sources of error and suggest improvements.  I look for new perspectives, new problems, or new approaches. |

COMMUNICATION SELF-ASSESSMENT

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the level you are demonstrating in that competency and provide evidence in point form in the space provided in that box.

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| BEGINNING | DEVELOPING | PROFICIENT | EXTENDING |
| I can talk and listen to people I know. | I can contribute purposefully to discussions and conversations. | In discussions and conversations, I am focused and can help to build and extend understanding. | I can identify ways to change my communications to make them effective for different audiences. |
| I can communicate for a purpose. | I can consider my purpose when I am choosing a form and content. | I can acquire the information I need for specific tasks (and for my own interests) and present it clearly. | I can acquire, critically analyze, and integrate well-chosen information from a range of sources. |
| I can gather the basic information I need and present it. | I am an active listener – I can make connections and ask clarifying and extending questions when appropriate. | I can communicate clearly about topics I know and understand well**.** | I am an engaged listener; I can ask thought-provoking questions when appropriate and integrate new information.  I can synthesize, deepen, and transform my own and others’ thinking. |
| I can communicate ideas, findings, and solutions to some problems,  and I am working on using scientific language and representations. | I can communicate ideas, findings, and solutions to some problems, using scientific language and representations as much as possible. | I can communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate. | I can communicate and elaborate on ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate. |