Work Study Practices (WSP) Assessment for Deeper Learning

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<th>Traditional Assessment</th>
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<td>Traditional assessment of work study practices focuses mostly on compliance or a student’s ability to follow rules and behave based on required elements not connected to any one task. The assessment does not recognize the student as an individual, but instead is guided by the set requirements for all students that do not change during the school year.</td>
<td>Grade-Level assessment of work study practices focuses mostly on compliance or a student’s ability to behave like their peers. The assessment does not recognize students as individuals, but instead evaluates students based on “typical” grade level behavior. In some cases, these distinctions are based on child development research or the collective experiences and observations of the grade level teachers.</td>
<td>Curriculum embedded assessment of work study practices focuses on identifying the skills and dispositions that are the most logical contributors to a successful learning experience within the curriculum or unit of study. Students are recognized both as members of a collaborative group but also as individual learners developing the skills and dispositions needed to demonstrate competency for that task. Students are asked to think of these skills as an integrated part of their learning.</td>
<td>Competency specific assessment of work study practices focuses on identifying the skills and dispositions that are the most logical contributors to a successful learning experience. This assessment may occur within multiple units of study, across all learning experiences, as well as for a specific task. Students are recognized as individual learners developing skills and dispositions that transfer to all their learning experiences. Students reflect on their own growth when communicating their understanding of how WSP impact their learning and as evidence of demonstrating competency.</td>
<td>Student growth assessment of work study practices focuses on WSP competency specific expectations as well as individual student needs. Students evaluate the work they produced and analyze, and revise their behaviors and habits. Students are the primary evaluators and use self-assessment, goal setting, and reflective learning to monitor their progress.</td>
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Examples...
- Classroom rules
- Assignment completion
- Behaving cooperatively in a group

Examples...
- Class goals for all homework completed
- Rewards for whole class/grade behavior (group goals)

Examples...
- Identifying that collaboration with other students supports quality research.
- Identifying exemplars of positive WSP behaviors

Examples...
- Student-driven identification of WSP goals
- Evidence of learner reflection
- Students approaching WSP as a progression over time and within a learning experience

Examples...
- WSP addressed first when approaching a new learning task
- Student awareness across disciplines, situations, and grade-bands about their own growth in WSP

Reported As...
- Effort Grades
- Conduct Grades
- Assignment Completion/HW %

Reported As...
- Class goals and accomplishments
- Team rewards

Reported As...
- Embedded as an expectation in the rubric and evidence collected
- Discussed as a component of successful demonstration of a quality product

Reported As...
- Embedded as an expectation in the rubric and evidence collected
- Tracked by the student

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- Embedded as an expectation in the rubric and evidence collected
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