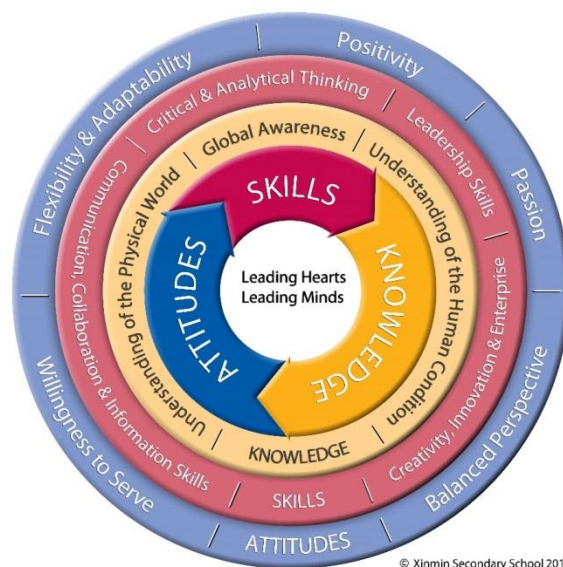


Assessing our Students' ASK Outcomes

At Xinmin, our specially designed curriculum seeks to ensure that our students have the **Attitudes, Skills and Knowledge** to thrive in a fast-changing world of the 21st Century, where globalisation, changing demographics and technological advancements are some of the key driving forces. These three domains are encapsulated in our ASK Curriculum Framework.



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To understand how well our students are moving towards these outcomes, it is useful for us to assess them in the three domains of **Attitudes, Skills and Knowledge**. In the **Knowledge** domain, students are assessed through their mastery of academic subjects. In terms of the **Attitudes**, these are dispositions and habits that are acquired or values that are caught. We integrate such habits and values into the students' daily learning activities, interactions and various experiences in school. They are assimilated over time and cannot be conveyed through lessons alone. As such, it is not realistic for us to make a summative assessment of our students' attitudes. We are however assessing our students in the **Skills** domain through various subject areas.

The various **Skills** are rated on a 4-point scale.

Here is a summary of how we have scored the students in their acquisition of the various **Skills**:

- **Critical and Analytical Thinking (CAT)** – Students are assessed by their Science and Mathematics teachers in their ability to exercise sound reasoning and decision-making, demonstrate metacognition and manage complexities and ambiguities.
- **Communication, Collaboration & Information (CCI)** – Students are assessed by their Humanities teachers in their ability to harness the power of technology to sieve through vast bodies of information, and extract and use those which are relevant and useful. Students are assessed by their English language/Literature and Mother Tongue Language teachers in their ability to communicate their ideas clearly and effectively, make sense of complex information, and connect ideas and concepts. Their teachers may also assess them on their ability to work collaboratively with others to complete the given performance task.
- **Creativity, Innovation and Enterprise (CIE)** – Students are assessed by their Art and Design & Technology teachers in their ability to generate and integrate ideas, and evaluate and improve on the ideas.

The next few pages provide the detailed rating rubrics used by our teachers in scoring the students in the above skills.

Critical and Analytical Thinking Skills (CAT) - Assessment Rubric

This CAT assessment rubric is designed to be interdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry, analysis and reflection that share common attributes.

Standard Criterion	Novice (Level 1)	Advanced Beginner (Level 2)	Competent (Level 3)	Proficient (Level 4)
Exercises sound reasoning and decision-making	The student is able to provide <u>reason(s)</u> for his/her decision/conclusion.	The student is able to provide <u>reason(s)</u> and accompanying <u>evidence</u> for his/her decision/conclusion.	The student is able to provide <u>reason(s)</u> , provide accompanying <u>evidence</u> for his/her reason(s), and <u>adopt a process</u> to determine evidence that is necessary and/or sufficient for the reason(s).	The student is able to provide <u>reason(s)</u> that are <u>coherent with one another</u> for his/her decision/conclusion, provide accompanying <u>evidence</u> for his/her reason(s), and <u>adopt a process</u> to determine evidence that is necessary and/or sufficient for the reason(s).
	The student is able to articulate <u>different viewpoints</u> including <u>his/her own</u> .	The student is able to articulate <u>different viewpoints</u> and <u>state the similarities and differences</u> among them.	The student is able to articulate <u>different viewpoints</u> , state the <u>similarities and differences</u> among them and identify the <u>arguments and assumptions</u> within each viewpoint.	The student is able to articulate <u>different viewpoints</u> , state the <u>similarities and differences</u> among them, and identify the <u>arguments and assumptions</u> within each viewpoint and the <u>implications</u> of each viewpoint.
Demonstrates metacognition	The student is able to <u>describe</u> what he/she has learnt from the lesson/ learning experience.	The student is able to <u>explain</u> his/her thoughts, attitudes, behaviours and actions throughout the lesson/ learning experience.	The student is able to <u>explain</u> his/her thoughts, attitudes, behaviours and actions throughout the lesson/ learning experience and <u>determine the change(s)</u> needed for improvement.	The student is able to <u>withhold judgment</u> , take a step back to <u>analyse</u> his/her thoughts, attitudes, behaviours and actions throughout the lesson/ learning experience, and <u>determine the change(s)</u> needed for improvement.
Manages complexities and ambiguities	The student is able to <u>identify</u> the expectations of a task ¹ .	The student is able to <u>break down</u> a task into its essential parts and/ or required roles.	The student is able to <u>break down</u> a task into its essential parts and/ or required roles and <u>articulate the relationships</u> among the parts and/ or roles.	The student is able to <u>break down</u> a <u>complex</u> ² task into its essential parts and/ or required roles, <u>articulate the relationships</u> among the parts and/ or roles, and <u>identify a course of action</u> .
	The student is able to <u>demonstrate an awareness</u> of different ways of looking at the same issue.	The student is able to <u>identify</u> different perspectives, solutions and/ or methods in the ambiguities he/she faces.	The student is able to <u>identify and accept</u> different perspectives, solutions and/ or methods in the ambiguities he/she faces with <u>some</u> teacher guidance.	The student is able to <u>generate/adapt approaches</u> to respond to diverse demands and challenges arising from ambiguities, with <u>minimal</u> teacher guidance or <u>independently</u> .

¹ Task: E.g., project, investigation.

² Complex task: An open-ended task (a task with multiple solutions and multiple ways to arrive at the solution(s)) with multiple parts and/ or roles which are inter-connected/related.

Communication, Collaboration and Information Skills (CCI) - Assessment Rubric

This CCI assessment rubric is designed to be interdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry, analysis and reflection that share common attributes.

Standard Criterion	Novice (Level 1)	Advanced Beginner (Level 2)	Competent (Level 3)	Proficient (Level 4)
Communicates effectively	The student is able to convey information and ideas using appropriate words.	The student is able to explain information and ideas using appropriate words, terms and formats ³ in a given subject matter ⁴ .	The student is able to connect information and ideas, and explain using appropriate words, terms and formats in a given subject matter.	The student is able to connect complex information, ideas, and concepts, and explain using appropriate words, terms and formats in a given subject matter.
	The student is able to identify the purpose(s) and audience when communicating.	The student is able to identify the purpose(s) and audience when communicating and adapt the content of his/her speech and presentation accordingly.	The student is able to identify the purpose(s) and audience when communicating, and adapt his/her content and style of delivery to achieve specific purposes.	The student is able to identify the purpose(s) and audience when communicating, and adapt his/her content and style of delivery to persuade and convince for specific purposes and contexts.
Collaborates effectively	The student is able to honour each voice by allowing others to share their ideas.	The student is able to honour each voice by allowing others to share their thoughts; he/she voices out disagreements respectfully.	The student is able to honour each voice by allowing others to share their thoughts; he/she voices out disagreements respectfully; and he/she collectively explores the ideas with others and arrives at a consensus ⁵ .	The student is able to honour each voice by allowing others to share their thoughts; he/she voices out disagreements respectfully; and he/she collectively explores the ideas with others and arrives at a consensus.
	The student is able to repeat ideas from others.	The student is able to summarise ideas from others.	The student is able to summarise and clarify ideas from others.	The student is able to clarify complex ideas heard and give feedback to others.
	The student is able to contribute ideas in a group.	The student is able to contribute ideas for a common purpose in a group.	The student is able to modify ideas generated by the group for a common purpose.	The student is able to combine ideas generated by the group for a common purpose.

³ Formats: E.g. written formats, diagrams, graphs, tables, etc.

⁴ Subject matter refers to academic subjects and CCAs.

⁵ Consensus: Opinion or decision formed that has the general agreement of all participants.

	The student is able to communicate with other using email.	The student is able to publish ⁶ and share information using online platforms ⁷ .	The student is able to exchange information and co-author ⁸ using an online collaborative platform ⁹ .	The student is able to discuss ideas and co-construct ¹⁰ knowledge / solutions using online collaborative platforms with teacher guidance.
Manages digital information thoughtfully	The student is able to use information gathered from at least 2 sources of information media ¹¹ to complete the task.	The student is able to use information gathered from at least 2 sources of information media in a manner that reflects the relevance of the information.	The student is able to use relevant information gathered from at least 2 sources of information media and analyse it in a systematic manner.	The student is able to integrate relevant information gathered from at least 2 sources of information media in a manner that is coherent and logical.
	The student is able to state the importance of using reliable sources of information.	The student is able to assess the reliability ¹² of the information source(s).	The student is able to assess the reliability of the information source(s) and distinguish between types of information ¹³ with teacher guidance.	The student is able to assess the reliability of the information source(s) and distinguish between types of information.
Creates and shares digital information ethically and responsibly	The student is able to state the importance of acknowledging sources of information, and state the author or title of the information source(s) ¹⁴ . The student does show a little understanding of the need for the law and/or ethics in regards to information literacy.	The student is able to make use of the information accurately, explain the importance of acknowledging sources of information, and state the author or title of the information source(s). The student is able to show some understanding of the need for ethical and legal limitations information.	The student is able to paraphrase the information accurately, explain the importance of acknowledging sources of information, and state the author and title of the information source(s). The student understands the ethical and legal limitations when accessing and using information.	The student is able to paraphrase the information accurately, explain the importance of acknowledging sources of information, and create a reference list with the author and title of the information source(s). The student to able to act ethically and within the legal limitations when accessing and using information.

⁶ Publish: Post information for others to view.

⁷ Online platforms: E.g. blogs. Blogs are personal online journals published as discrete entries or posts, often as commentaries on a subject or as personal diaries. They allow readers to read comments.

⁸ Co-author: Jointly share in writing or putting up information with others.

⁹ Online collaborative platforms: E.g. photo/video sharing sites, social network sites, Wikispaces. Social network sites are websites where people can create a profile, make connections with communities of people who share information and news about each other to their 'friends' or 'connections'. Wikispaces is a collaborative platform where users can collaboratively create simple web pages that their peers and groups can edit together, link and organise the content.

¹⁰ Co-construct: Converge on shared meanings and representations of information by incorporating new understanding into prior learning to develop new ways of looking at things, making choices on new ideas to accept and fitting them into their current established view of the world to bring about an alternation in their perception thus reframing their thinking.

¹¹ Information media: E.g. books, journals, magazines, newspapers, photos, music, internet websites, interviews etc.

¹² Assess reliability by considering factors such as the publishing authority and currency of information.

¹³ Types of information: i.e. fact, point of view and opinion.

¹⁴ Information sources: E.g. books, websites, journals, articles, etc.

Creativity, Innovation and Enterprise Skills (CIE) - Assessment Rubric

This CIE assessment rubric is designed to be interdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry, analysis and reflection that share common attributes.

Standard Criterion	Novice (Level 1)	Advanced Beginner (Level 2)	Competent (Level 3)	Proficient (Level 4)
Fluency in idea generation	Identifies the problem or challenge. Able to carry out basic brainstorming to generate idea using a provided strategy. Reiterates others' ideas or solutions to a problem or challenge.	Explains a problem or challenge. Able to carry out brainstorming to generate multiple ideas relevant to the problem with some guidance. Builds on others' ideas or solutions to the problem using pre-existing knowledge.	Clearly explains the problem or challenge using specific details to place limits on the scope of the problem or challenge. Able to generate multiple, plausible ideas using a variety of brainstorming techniques with minimum guidance. Researches precedents on the viability of generated idea conceived with new knowledge.	Describe or challenge in-depth the problem via identifying various facets. Able to reframe the problem or challenge to yield a clear direction on how to approach the problem or challenge. Able to strategically select and effectively employ idea generation strategies on own effort. Evaluates on the viability of generated idea conceived with new knowledge.
Flexibility in idea refinement	Articulates ideas only. Makes revisions to ideas and processes based on feedback.	Articulates ideas with a few relevant details. Makes relevant revisions to ideas and processes based on feedback.	Articulates ideas at a level of detail necessary for implementation. Makes effective revisions in response to feedback.	Articulate ideas and identify specific areas of ambiguity, choice, or possible obstacles. Makes strategic revisions in response to feedback.
Innovation in creative production	Identifies details about task, including needs and interests of target audience. Identifies resources needed for the task. State the specifications of the task/problem. The student's work displays little evidence of the design process resulting in a similar existing solution.	Shapes original ideas into a product that is relevant to the target audience. Selects resources that are appropriate to the product or solution. Provides general steps to meet the specifications of the task. The student's work displays sufficient evidence of the design process resulting in a plausible solution.	Effectively shapes original ideas into a product that meets the needs or interests of the target audience. Effectively integrates resources at hand to develop a product or solution. Analyse components of the product to identify clear, specific, and varied details and information in plan. The student's work displays adequate evidence of the design process resulting in an effective solution.	Develop creative ideas into tangible solutions or contributions that are valuable and unique in meeting the needs/interests of the target audience. Adapt resources to develop an innovative product or solution; use materials in new or unexpected ways. Anticipate potential problems; plan effectively to overcome obstacles. The student's work displays strong evidence of the design process resulting in a highly effective solution.

<p>Model dispositions that enhances one's creative efforts</p>	<p>Asks questions that shows attempts at clarification. Reflects minimally on the quality of one's creative process and performance in response to feedback and/or established criteria.</p>	<p>Demonstrates curiosity and flexibility by questioning to extend understanding. Try new approaches to the task or considering new ideas. Reflects on the quality of one's creative process and performance in response to feedback and/or established criteria.</p>	<p>Demonstrates openness to ambiguity by suspending evaluation on ideas until they are thoroughly explored. Reflect on the quality of one's creative process and performance and uses reflection and/or feedback to revise ideas or products.</p>	<p>Explore ideas and solutions that extend beyond underlying assumptions/beliefs. Challenge one's own assertions, assumptions, or beliefs. Reflect on the quality of one's creative process and performance and uses reflection the creative process; seek targeted feedback to reflect upon and revise ideas, thinking processes, products, solutions, etc.</p>
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