



<b>Makerspace Rubric</b>			
<b>Creativity and Innovation</b>			
	<b>Moving towards the Expectations- Anecdotal</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations- Anecdotal</b>
Defining the creative challenge		Understands the purpose driving the innovation (who needs this and why?) and develops insight about the particular needs and interests of the audience	
Identifying sources of information		In addition to using typical sources of information (i.e., articles, internet, books), finds unusual ways or places to get information including experts, community members, businesses or organizations, and cultural groups to ensure authenticity, representation, sensitivity.	
Generating and Selecting Ideas		Uses multiple techniques to generate a wide variety of project ideas, carefully evaluate ideas, asks new and critical questions and takes new perspectives when elaborating and improving the ideas, uses ingenuity and imagination, seeks out and uses feedback to critique and improve project	

Content Connections		Explicitly connects to content, using key vocabulary, topical ideas, and aligns meaningfully to the content	
Presenting Work		Presentation of work is engaging, surprising and shows a individuality, information is clearly conveyed, accessible across a variety of multimodal forums, and is inclusive to all	
<b>Critical Thinking and Problem Solving</b>			
Analyzing the Driving Question and Inquiry Process		Demonstrates deep understanding of the driving question (big idea) by identifying the detail and considerations of alternative perspectives using EDIDA frameworks, asks follow up questions and prompting questions to stimulate thinking	
Gathering and Evaluating Information		Integrates relevant and sufficient information to address the driving question. The information is targeted and from a variety of sources. Thoroughly assesses the quality of the information, including source type, usefulness, accuracy, timeliness, inclusivity, and representative	
Developing Solutions		Is able to develop original solutions to problems and uses	

		existing knowledge and new research to create original, innovative solutions through project	
Self-Regulation and Responsibility		Is prepared and ready to work, informed on project and cities evidence to probe and reflect on new ideas with other makers. Consistently uses tools to effectively communicate and manage tasks. Completes tasks on time and without reminders. Uses feedback from others to improve work.	
Collaboration		Helps the team solve problems and resolve/manage conflicts. Gives useful feedback (specific, feasible, supportive) to others so that they can improve their work. How the learner critically enhanced the thinking of the group. Makes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard and responding thoughtfully to new information and perspectives.	
Respect for others, spaces, and materials		Respects the space and materials in which, and with which they work. Makes authentic	

		connections between the space, materials, resources, and land.	
Dealing with adversity when things do not go as planned (innovative problem solving)		When presented with a challenge has a maker mindset and is able to see opportunity to develop new approaches and connections to solutions. Can develop multiple approaches when the first doesn't work. Fails positively and demonstrates a growth mindset.	
Documentation		Documents work in progress using a variety of techniques, including written steps, drawings, pictures, videos, reflective stances, connections. Is able to articulate their thinking and learning in multiple ways and connect to content.	
Communication		Shares and communicates making and documentation for an intended audience. Creates compelling content using multimodal means and communicates the design process and iterations to the finished product in effective ways.	

# Maker {Futures}

MAKERFUTURES LEARNING ASSESSMENT FRAMEWORK <sup>1</sup>	
<b>Name:</b>	<b>Age:</b>
<b>Date of Observation:</b>	
<b>Details of Activity/Context:</b>	
<b>OBSERVING HOW A CHILD IS LEARNING</b>	
<b>PLAYING AND EXPLORING</b>	<b>ACTIVE LEARNING</b>
<p><b>PE1:</b> Do they use their senses to explore and make sense of their world?</p> <p><b>PE2:</b> Do they transform resources?</p> <p><b>PE3:</b> Do they demonstrate sustained interest in the task?</p> <p><b>PE4:</b> Do they demonstrate a 'can do' attitude?</p> <p><b>PE5:</b> Are they eager to try new ideas or do they stay with what they are familiar with?</p> <p><b>PE6:</b> Are they unafraid to make mistakes and work outside their comfort one?</p>	<p><b>AL1:</b> Are there times when they are absorbed in their own learning?</p> <p><b>AL2:</b> Do they demonstrate a sense of purpose?</p> <p><b>AL3:</b> Do they show persistence – not giving up even if it means starting again?</p> <p><b>AL4:</b> Are they able to set their own goals?</p> <p><b>AL5:</b> Do they demonstrate pride in their achievements?</p> <p><b>AL6:</b> Do they enjoy meeting their own challenges?</p>
<b>CRITICAL THINKING</b>	<b>CREATIVITY &amp; DESIGN</b>
<p><b>CT1:</b> Do they have their own ideas and use their own initiative when planning designs?</p> <p><b>CT2:</b> Do they demonstrate curiosity, imagination, spontaneity and innovation?</p> <p><b>CT3:</b> What strategies do they use to solve problems or challenges in their designs?</p> <p><b>CT4:</b> Do they challenge and extend their own learning?</p> <p><b>CT5:</b> Do they try something different rather than follow what someone else has done?</p> <p><b>CT6:</b> Do they try out and repeat their ideas to see if they work?</p>	<p><b>CD1:</b> Do they explore the properties of materials and use their understanding of them to achieve design goals?</p> <p><b>CD2:</b> Do they use materials in creative ways?</p> <p><b>CD3:</b> Are they confident in using a 'trial and error' approach and do they show or talk about why some things do or don't work?</p> <p><b>CD4:</b> Do they use their previous experience and knowledge to develop workarounds?</p> <p><b>CD5:</b> Do they adjust their goals based on feedback and evidence?</p> <p><b>CD6:</b> Can they make suggestions as to how the artefact could be improved?</p>
<b>SOCIAL LEARNING</b>	
<p><b>SL1:</b> Do they listen to the ideas of others?</p> <p><b>SL2:</b> Do they build on the idea of others?</p> <p><b>SL3:</b> Do they support the learning of other children?</p> <p><b>SL4:</b> Do they collaborate effectively with other children?</p> <p><b>SL5:</b> Do they seek ideas, assistance and expertise from others?</p> <p><b>SL6:</b> Do they give feedback on the outputs of others (including when asked to do so)?</p>	

**OBSERVATION NOTES**

## Regular Classroom Modifications for ELL Students

### PACING:

- Extend time requirements
- Omit assignments
- Other: \_\_\_\_\_

### ENVIRONMENT:

- Assign preferential seating
- Assign peer buddy
- Other: \_\_\_\_\_

### REINFORCEMENT AND FOLLOW THROUGH:

- Use positive reinforcement
- Use concrete reinforcement
- Check often for understanding/review
- Arrange for peer tutoring
- Plan cooperative learning experiences
- Provide language experience
- Give immediate feedback
- Have student repeat directions
- Make/use vocabulary files
- Teach study skills
- Use study guides to organize materials
- Repeat/review/drill
- Other: \_\_\_\_\_

### ASSIGNMENTS:

- Lower reading level
- Give directions in small, distinct steps
- Allow copying from paper/book
- Use written backup for oral directions
- Lower difficulty level
- Shorten assignment
- Read directions to students
- Give oral clues or prompts
- Record or type assignments
- Adapt worksheets, packets
- Use alternate assignments
- Other: \_\_\_\_\_

### PRESENTATION OF SUBJECT MATERIAL:

- Use individual/small group instruction
- Use specialized curriculum
- Simplify language
- Tape lectures for playback
- Demonstrate concepts
- Use manipulatives
- Emphasize critical information
- Use graphic organizers
- Pre-teach vocabulary
- Other: \_\_\_\_\_

### MATERIALS:

- Provide taped textbooks
- Highlight textbooks/study guides
- Use supplementary materials
- Give assistance in note taking
- Type handwritten teacher materials
- Use bilingual dictionaries, language learner dictionaries and electronic translators
- Use adapted/modified textbooks
- Allow use of computer/word processor
- Other: \_\_\_\_\_

### TESTING ADAPTATIONS:

- Allow students to answer orally
- Use multiple-choice format
- Read test to student
- Modify format
- Write a different test
- Shorten test length
- Require only selected test items
- Create alternative assessment
- Other: \_\_\_\_\_

### GRADING:

- Modify grading system: \_\_\_\_\_
- \_\_\_\_\_
- Modify weights of course components
- Modify course objectives/outcomes

ELL Instructor: \_\_\_\_\_

Administrator: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_