

**Summative Assessment Through Play Rubric (Primary Years Program Curriculum)**

<b>Subject</b>	<b>Concepts</b>	<b>Numeracy</b>	<b>Literacy</b>	<b>Learner Profile</b>	<b>Approaches to Learning (ATL)</b>
<p><b>What is being assessed?</b></p>	<p><b>Reflection</b> - How have I changed over time?</p> <p><b>Change</b> - Why do people leave their home country?</p> <p><b>Perspective</b> - Put yourself in someone else's shoes.</p> <p><b>Adaption</b> - What is the difference between your home country and Amsterdam? How has your life changed?</p> <p><b>Relationships</b> - With peers and your home country?</p>	<p><b>Measurement</b></p> <p><b>Comparison-</b> (bigger, smaller, taller, shorter, wider, thinner)</p> <p><b>Events and sequencing</b> (personal timeline)</p>	<p>Illustrations convey meaning.</p> <p>Printed stories can tell about the real world.</p>	<p><b>Risk - Taker</b></p> <p>Tries new things.</p> <p>Stands up for what they believe in.</p> <p>Solves problems in unique ways.</p>	<p><b>Self-Management skills</b></p> <p><b>Organization-</b> Follows the directions of others. Shares responsibility for decision-making. (summative put in teams with one leader)</p> <p>Perseverance</p> <p>Resilience</p>

	<b>Growth</b> - What can you do now you couldn't as a baby?				
<b>How is it being assessed?</b>	<p><b>Reflection</b> - Look at pictures of yourself now and compare them to your baby pictures.</p> <p>How was the journey we created same/different to your own?</p> <p><b>Change</b> - We are going on a journey. (Why are we going on this journey?) (Why did you move to Amsterdam?)</p> <p><b>Perspective</b> Are they empathetic to different people's journeys?</p> <p><b>Adaption</b> - Q&amp;A session about</p>	<p><b>Comparison</b> - How much are tickets (plane, train, car, walking etc.)? Which mode of transport is fastest?</p> <p><b>Events and Sequencing</b> - We are going on a journey. Where does our journey start? What steps do we take? Where do we end?</p>	<p><b>Illustrations</b> - What do the signs in the airport/train etc. mean? How do we know?</p> <p><b>Real World</b> - What stories/facts do we know about where we are going?</p> <p>How can we prepare for our journey?</p>	<p><b>New Things-</b> Works with different friends in our groups.</p> <p><b>Standing Up</b> - Our action</p> <p><b>Problem Solve</b> - What is the best way to go on our journey?</p>	<p><b>Organization</b> Follows the direction of our group leader.</p> <p><b>Perseverance</b> What are their steps or ideas for problem solving?</p> <p><b>Resilience</b> How do they react when they come up against a problem on their journey?</p>

	<p>their birth place drawings</p> <p><b>Relationships</b> How have they cooperated with their peers?</p> <p><b>Growth</b> What can you do now that you couldn't before?</p>				
<b>How will it be evidenced?</b>	<p>Self portraits vs. baby pictures</p> <p>Personal timeline of our action</p> <p>End of unit reflection on your journey how was it same/different to your own</p> <p>What type of journey are we going on?</p>	<p>Vote on mode of transport - debate</p> <p>Journey plan (written) from start to finish</p>	<p>Signs for airport</p> <p>List of how to prepare for a journey specific to where we are going.</p> <p>What will we do when we are there?</p>	Observation	Observation

From Maggie Sabin, via Edutopia