

## My Best Work

Your school has planned a showcase of students' best work for the parents and the community. You have been asked to select a piece of work that makes you proud. You must scan it into the computer and write why you are proud of it. It will then be displayed in the showcase.

	<b>Novice</b>	<b>Apprentice</b>	<b>Practitioner</b>	<b>Expert</b>
<b>Use of Scanner</b>	cannot scan, save, and access image without significant help	can scan, save and access image with minor amount of help	can scan, save, and access image independently	can scan, save, and access image independently; is able to show others how
<b>Word Processing</b>	cannot use word processor without significant help	can use word processor with minor amount of help	can independently compose, edit, print, and save work	can independently compose, edit, print, and save work; is able to show others how
<b>Descriptions</b>	phrases used to describe work; does not address academic achievement	1 sentence that addresses academic achievement	2 - 3 sentences reflecting on growth and addressing academic achievement	> 3 sentences that address academic achievement, reflect on growth, and use examples from the task
<b>Mechanics</b>	phrases; sporadic capitalization and punctuation	complete sentences with few capitalization or punctuation errors	complete sentences with no capitalization or punctuation errors	complete sentences with no capitalization or punctuation errors; sentence order makes sense

**Learning Focus**

selecting a piece of “best work,” using the computer to scan it, and writing a reflection about how it shows academic achievement and growth

**Grade Level**

grades 1 - 3, although with modifications it can be used with older students

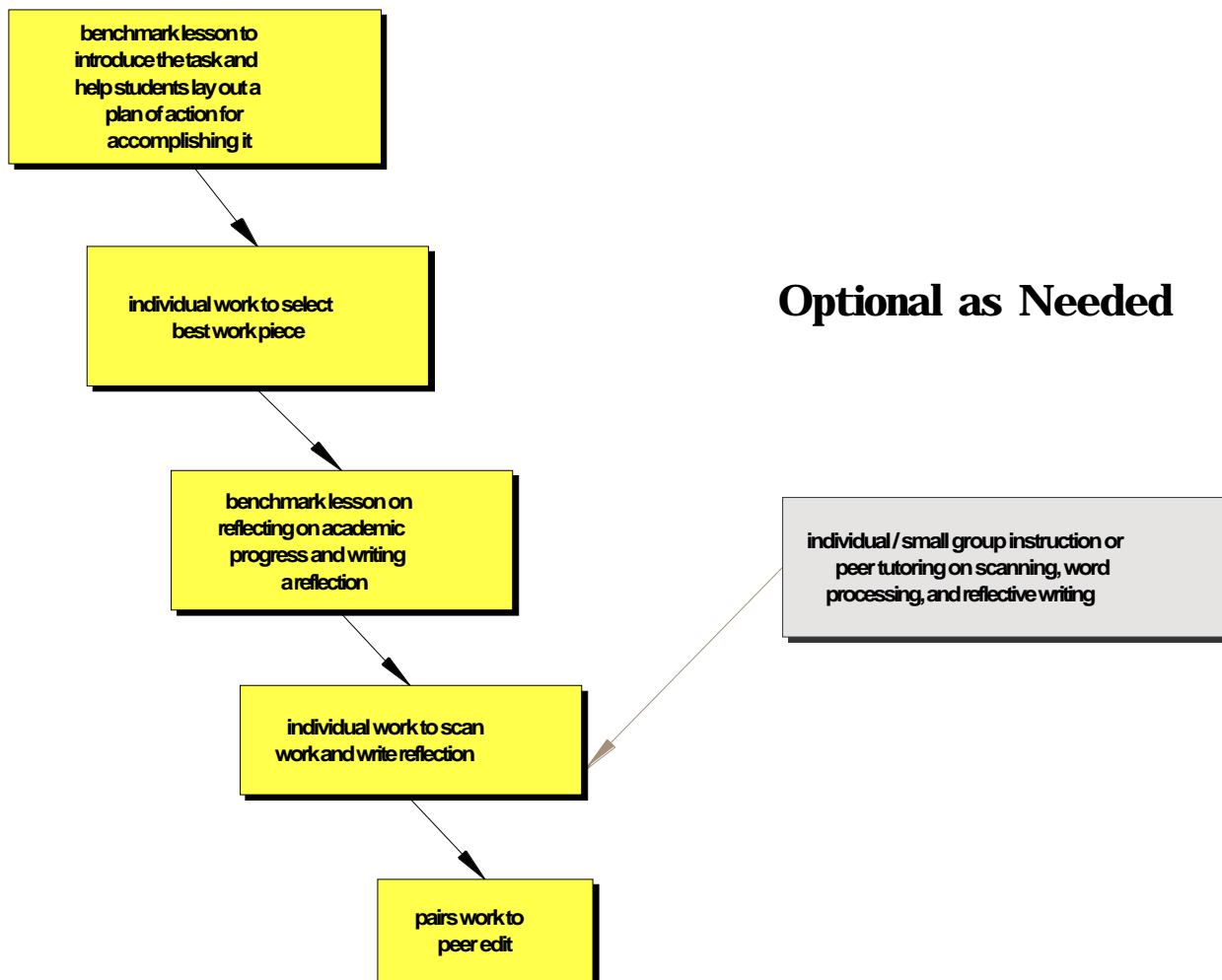
**Essential Learnings**

- evaluating and critiquing one’s own work
- expressing pride in one’s own work
- composing, editing, printing and saving work on computer
- scanning into, saving on, and accessing from the computer
- writing mechanics
- writing to communicate

**Participatory Structures**

The selection of best work piece and reflection writing piece about it is an individual activity. Pairs work is included for peer editing of the writing and for learning and peer teaching on use of the scanner. This task requires little introduction, perhaps just to set the context. The flow of the task might look like this:

**General Flow of Task**



**Technology Infusion**

word processing reflection on growth and academic achievement
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scanning, saving and accessing best work piece
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**Timeframes**

The timeframes for this activity will vary depending on how much time is needed to make selection of best work and to write reflection. The total time for word processing and scanning may be two to three days. This task could be used as the foundational work for an ongoing reflective portfolio.

**Classroom Management**

Some students will be selecting the piece for their “best work” and doing their first-draft while others are scanning and word processing final drafts. You might assign computer time to each student or you might allow the students to sign up for their own computer time. Students will be paired for peer editing, and learning/teaching use of scanner.

**Instructional Notes**

You might use a benchmark lesson to set the context for the work and introduce the concept of selecting a piece of best work. You might offer small group lessons and allow students to tutor one another as the need for skills arises. As students are working, you will need to facilitate learning, especially from a process perspective. Possible facilitation questions:

Comprehension	What makes quality work?
Application	What makes this piece an example of your best work?
Connection	How does this piece show your academic growth so far this year?
Synthesis	What things do you still need to learn to do? What do you predict your work will look like two months from now?
Metacognition	How did you decide on using this piece for your best work?

**Assessment**

Assessment would take the form of determining and helping the students determine where they are on the rubric and offering the kinds of learning opportunities to help students move to the Practitioner and Expert columns. You will probably want to conduct individual assessments on students’ writing skills, use of word processing and use of scanner.

**Resources**

- each student’s collection of the year’s work to date
- examples of “best work” from former classes
- rubrics on quality (e.g. “neatness,” “writing mechanics”)

**How-to Sheets**

- writing mechanics checklist
- word processing
- scanning, saving, and accessing images