



ASSESSMENT COMPANION

YOUTH-LED COMMUNITY-BASED RESEARCH ASSESSMENT TOOLKIT



Evidence, feedback, conferences, portfolios and adaptable rubrics for authentic project learning

18

REPRODUCIBLE TOOLS

plan + gather

6

ADAPTABLE RUBRICS

interpret + respond

9

MODULES

one learning journey



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A COMPLETE ASSESSMENT COMPANION

Inside the toolkit

Use the guide to design fair assessment, then select reproducible tools and rubrics that fit the learning and evidence available.

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The tools are separate, adaptable pages. Select what serves the current learning purpose; do not turn the toolkit into a package every student must complete.

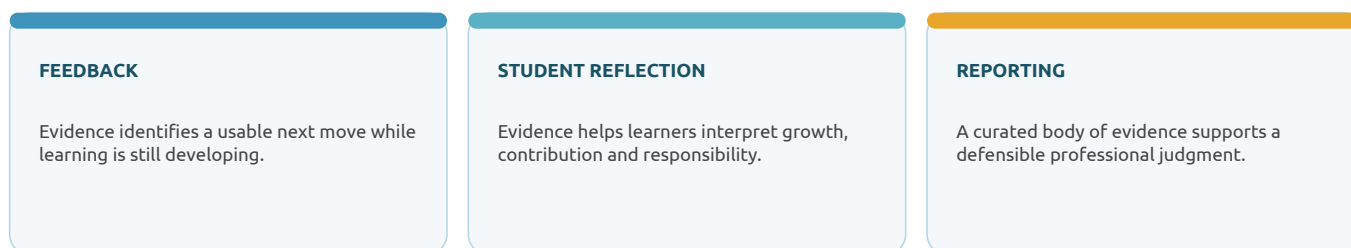
ASSESS FOR LEARNING • AS LEARNING • OF LEARNING

How to use the toolkit

Begin with the outcome and an authentic evidence opportunity. Use feedback and conferences while revision is possible, then summarize achievement from a purposeful body of evidence.



USE EVIDENCE FOR DIFFERENT PURPOSES



Important: a community partner's perspective is authentic evidence, not an assigned mark. The teacher remains responsible for interpreting evidence against learning outcomes and local assessment policy.

START WITH THE STANCE

Assessment commitments

These commitments protect authentic learning in projects where outcomes, roles and community conditions may differ across teams.

COMMITMENT 1

Learning before scoring

Assessment helps students notice quality, use feedback and make a stronger next move before it summarizes achievement.

COMMITMENT 2

Evidence over completion

A finished template is not proof of learning. Students explain what an artifact shows, how thinking changed and what remains uncertain.

COMMITMENT 3

Individual learning stays visible

Team outcomes are important evidence, but each learner also documents decisions, contribution, reasoning, feedback and growth.

COMMITMENT 4

Many sources, careful judgment

Self, peer, partner, teacher and artifact evidence contribute different perspectives. No single source tells the whole story.

COMMITMENT 5

Feedback must be actionable

Feedback names a specific feature or decision and supports a realistic next action while students still have time and authority to revise.

COMMITMENT 6

Ethics and access are quality

Consent, privacy, representation, participation and access are part of excellent work, not extras outside assessment.

COMMITMENT 7

Outcomes are interpreted fairly

Project success, popularity or partner response may inform reflection but should not determine a learner's result.

COMMITMENT 8

Professional judgment remains

Teachers interpret evidence against learning outcomes and local policy. Partners support learning; they do not assign grades.

TRIANGULATE - DO NOT SIMPLY COUNT

A body of evidence

Different sources reveal different parts of learning. Professional judgment grows from patterns, discrepancies and context across sources rather than a mechanical average.

1

Student self-evidence

Annotations, reflections, decision explanations and goals reveal meaning that may not be visible in a product.

2

Project artifacts

Plans, notes, drafts, communications, evidence, revisions and products show learning in action over time.

3

Observation and conference

Teacher notes capture questions, reasoning, collaboration, response to feedback and learning that occurs between artifacts.

4

Peer feedback

Peers notice process and quality from close range. Useful feedback is criteria-connected, specific and actionable.

5

Partner feedback

Community partners can comment on relevance, relationship, clarity, feasibility and follow-through from an authentic perspective.

A discrepancy is useful. If a student's self-assessment, the artifact and an observer's note differ, confer, inspect context and gather the evidence needed to understand why.

COLLABORATIVE WORK • INDIVIDUAL EVIDENCE

Make individual learning visible

Do not dismantle collaboration in order to assess it. Keep the shared project intact while collecting evidence of each learner's reasoning, contribution, feedback and growth.

TEAM EVIDENCE

- Shared plans, analysis, decisions and products
- Team records, communication and follow-through
- Project evidence, partner response and outcomes
- Retrospective on collaboration and responsibility

INDIVIDUAL EVIDENCE

- Artifact annotations and contribution records
- Questions, reasoning and decision explanations
- Conference observations and response to feedback
- Self-assessment, reflection and transfer of learning

ASSESS INDIVIDUAL LEARNING WITHOUT TASK COUNTING

Instead of...

counting tasks, minutes or speaking turns as the result.

Look for...

quality of thinking, judgment, contribution, response and follow-through.

When evidence is missing...

create another authentic opportunity or record insufficient evidence.

Do not infer...

motivation, ability or learning from visibility, speed or confidence alone.

QUALITY BECOMES USABLE WHEN IT IS VISIBLE

Co-construct criteria

Students need more than a finished rubric. Build a small set of criteria from purpose, examples and experience, then test the language before using it for feedback.

1

NOTICE

Compare examples, experiences or models. What supports the purpose?

2

NAME

Turn observations into specific features, choices or effects.

3

TEST

Apply the draft criteria to a new example. What is missing or unfair?

4

REVISE

Clarify language, remove overlap and identify priority criteria.

5

USE

Give feedback, revise work and collect evidence of growth.

THE CRITERIA TEST

- Observable: can learners and assessors point to evidence?
- Influenceable: can learners improve this through choices and action?
- Purposeful: does it matter to the learning, audience or ethical commitment?
- Fair: does it avoid rewarding resources, identity, polish or circumstances outside student control?

SELF • PEER • PARTNER • TEACHER

Feedback that leads to action

Feedback supports growth when it is connected to purpose, specific enough to understand and offered while learners still have time and authority to respond.

Connected Link feedback to a learning intention, shared criterion, audience need or ethical commitment.	Specific Name the feature, decision, evidence or effect the learner can examine.	Actionable Make a next move possible: revise, test, clarify, compare, ask, practise or seek evidence.
Proportionate Offer the amount of feedback that can be used now; identify the highest-leverage move.	Dialogic Invite the learner to interpret the feedback, ask questions and decide how to respond.	Timely Give feedback while the learner still has time and authority to use it.

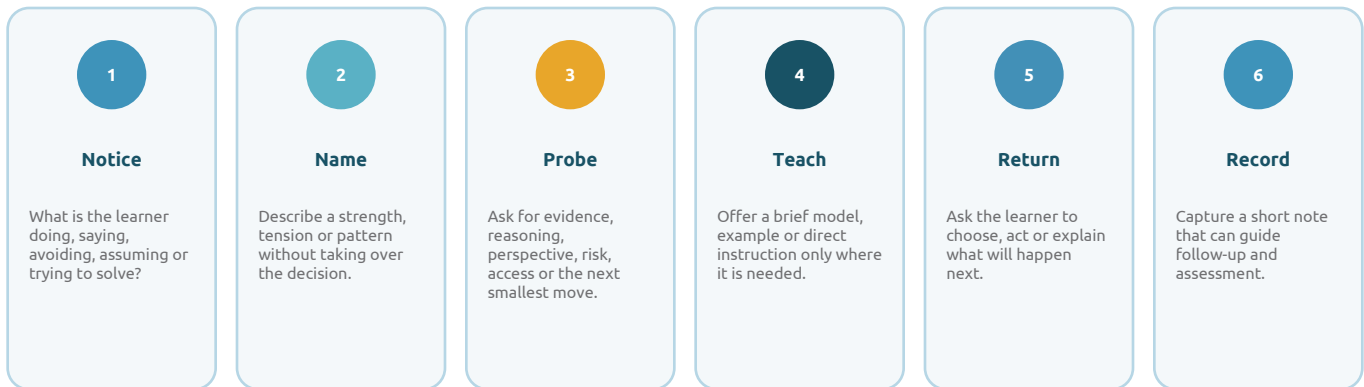
EACH SOURCE HAS A DIFFERENT ROLE

SELF Meaning, goals, choices and learning that may not be visible.	PEER Close observation of process and criteria; different groups support one another.
PARTNER Authentic perspective on relevance, relationship, feasibility and follow-through.	TEACHER Learning-outcome judgment, targeted teaching, feedback and reporting responsibility.

BRIEF • EVIDENCE-CENTRED • STUDENT-OWNED

Conferencing for learning

A useful conference notices what is happening, probes meaning and returns a next decision to the learner. Record only what will inform support, follow-up or assessment.



PROMPT BANK

EVIDENCE

- What should I notice in this artifact?
- Which evidence supports that view?
- What does not fit yet?

REASONING

- Why did you choose this approach?
- Which assumption are you testing?
- What alternative did you consider?

ACCESS + ETHICS

- Who can participate and who may be excluded?
- What needs permission or protection?
- Whose perspective is missing?

NEXT MOVE

- What is the smallest useful action?
- Which feedback can you use now?
- What would make you pause or ask for help?

SELECT • ANNOTATE • INTERPRET

Portfolio assessment

A portfolio is a purposeful account of growth, not a storage folder. Students select and annotate artifacts that reveal change across six connected strands.

STRAND 1

Community understanding and ethical research

Listening, consent, privacy, care, representation and responsible use of community knowledge.

STRAND 2

Analysis and use of evidence

Question-method fit, organization, interpretation, claims, limitations and evidence-informed decisions.

STRAND 3

Project design and adaptive action

Opportunity, feasibility, planning, action, problem-solving and responsible course correction.

STRAND 4

Collaboration, leadership and accountability

Contribution, shared leadership, communication, repair, workload and follow-through.

STRAND 5

Communication and community relationship

Audience, clarity, access, credit, reciprocity, dialogue and response to feedback.

STRAND 6

Reflection, agency and future action

Evidence-based reflection, growth, influence, limits, closure and transfer of learning.

CURATION RULES

- Select fewer artifacts and explain them well.
- Include early and later evidence, not only the polished final product.
- Preserve a meaningful revision, contradiction, setback or limitation.
- Use formats that make equivalent learning visible without requiring the same product.

EQUIVALENT LEARNING • FLEXIBLE EVIDENCE

Access and fairness

Fair assessment protects the learning intention while allowing different ways to participate, communicate and show evidence. Difference is not a reason to lower the intellectual demand.

DO NOT GRADE

☐ Personal disclosure, identity or willingness to share private emotion.

☐ Access needs, disability, language development or a preferred communication mode.

☐ Family resources, transportation, technology, money or existing community connections.

☐ A polished public-speaking style when the outcome is thinking, evidence or collaboration.

☐ Project popularity, audience applause, fundraising totals or partner responsiveness.

☐ An outcome controlled by an adult, organization, policy, approval or external event.

☐ Team success without separate evidence of each learner's thinking and contribution.

☐ Compliance with every piece of feedback; assess how feedback was interpreted and used.

ASSESS INSTEAD

Thinking

Questions, reasoning, interpretation, decision-making and response to evidence.

Quality

Observable features connected to purpose, outcomes, ethics and audience.

Growth

Change over time, revision, increasing independence and transfer.

Responsibility

Consent, access, communication, follow-through, limits and repair.

ALBERTA CTF + LOCAL CURRICULUM CONTEXTS

Align observable learning

Begin with the learning students can demonstrate, then connect it to the relevant curriculum language. Avoid forcing every project activity into an outcome it does not actually teach or assess.

ALBERTA CONTEXT

Career and Technology Foundations (CTF) is curriculum within Alberta's Programs of Study. In Alberta, teachers may connect evidence from this inquiry to relevant CTF clusters, outcomes and occupational contexts. Outside Alberta, use local curriculum language and map the same observable learning to equivalent competencies or subject outcomes.

MAP IN FOUR MOVES

1

Name the outcome

Use the official local wording and identify its central learning.

2

Describe observable learning

What would students think, decide, create or explain?

3

Identify authentic evidence

Which project action or artifact genuinely reveals the learning?

4

Check conditions

What instruction, access, feedback and individual evidence are required?

Alignment should remain valid if the project topic or product changes. If it depends on one specific activity, the mapping may describe participation rather than transferable learning.

MODULES 1-3

Evidence across the learning journey

Use this guide to anticipate authentic evidence, feedback opportunities and the learning that should be visible before moving forward.

01

MODULE

Start, Connect and Ask

Community assets, inquiry purpose, decision authority, agreements and questions.

INDIVIDUAL EVIDENCE

Starting reflection • Question rationale • Authority explanation • Contribution to agreements

FEEDBACK SOURCES

Teacher conference • Peer question review

TEAM EVIDENCE

Community map • Question bank • Decision map • Team agreements

Can the learner name assets, assumptions and real areas of student influence without promising a solution?

02

MODULE

Listen and Learn

Ethical invitation, open questions, listening, consent, notes and follow-through.

INDIVIDUAL EVIDENCE

Question revision • Listening practice feedback • Immediate reflection • Follow-up record

FEEDBACK SOURCES

Peer listening feedback • Participant or partner response • Teacher observation

TEAM EVIDENCE

Conversation plan • Interview guide • Consent record • Approved notes

Does the learner listen for meaning, protect choice and distinguish what was heard from personal interpretation?

03

MODULE

Sort Ideas and Find Patterns

Coding, patterns, tensions, missing perspectives, opportunity statements and direction.

INDIVIDUAL EVIDENCE

Coded sample • Claim revision • Evidence rationale • Analysis reflection

FEEDBACK SOURCES

Peer interpretation check • Teacher conference • Optional participant review

TEAM EVIDENCE

Evidence inventory • Affinity map • Themes and limits • Opportunity statement

Can the learner trace an interpretation to evidence and preserve exceptions, uncertainty and missing voices?

MODULES 4-6

Evidence across the learning journey

Use this guide to anticipate authentic evidence, feedback opportunities and the learning that should be visible before moving forward.

04

MODULE

Build, Test and Share an Idea

Concept development, assumptions, feasibility, pitch, feedback and revision.

INDIVIDUAL EVIDENCE

Assumption test • Peer feedback given • Pitch contribution • Revision explanation

FEEDBACK SOURCES

Peer feedback • Partner or audience feedback • Teacher criteria check

TEAM EVIDENCE

Concept canvas • Feasibility evidence • Pitch artifact • Revision decision

Does the learner use evidence and actionable feedback to strengthen, change, combine, pause or stop an idea?

05

MODULE

Make a Plan for Action

Aim, actions, roles, resources, permissions, risk, communication and evidence planning.

INDIVIDUAL EVIDENCE

Role evidence • Planning decision • Risk reasoning • Conference response

FEEDBACK SOURCES

Teacher approval conference • Peer plan review • Mentor advice

TEAM EVIDENCE

Action plan • Roles map • Resource and safety check • Evidence plan

Can the learner turn purpose into realistic action and explain dependencies, boundaries and pause points?

06

MODULE

Take Action and Adjust

Contribution, visible work, problem-solving, communication, decisions and adaptation.

INDIVIDUAL EVIDENCE

Work-cycle evidence • Decision entry • Contribution reflection • Support request

FEEDBACK SOURCES

Team check-in • Teacher conference • Mentor or partner feedback

TEAM EVIDENCE

Work board • Meeting record • Decision log • Partner follow-up

Does the learner follow through, make work visible and use evidence to continue, adapt, pause, ask or stop?

MODULES 7-9

Evidence across the learning journey

Use this guide to anticipate authentic evidence, feedback opportunities and the learning that should be visible before moving forward.

07

MODULE

Gather Evidence and Check Progress

Method fit, ethical collection, organization, analysis, findings, limitations and decisions.

INDIVIDUAL EVIDENCE

Method rationale • Analysis sample • Finding revision • Evidence-based decision

FEEDBACK SOURCES

Peer evidence check • Relevant reviewer • Teacher conference

TEAM EVIDENCE

Collection plan • Organized evidence • Findings and limits • Reviewer record

Can the learner make a claim that fits the evidence and explain what the method cannot establish?

08

MODULE

Share What You Learned

Audience, purpose, evidence, access, consent, credit, public dialogue and response.

INDIVIDUAL EVIDENCE

Audience adaptation • Communication contribution • Consent check • Response reflection

FEEDBACK SOURCES

Peer rehearsal • Partner review • Audience response • Teacher criteria check

TEAM EVIDENCE

Report or artifact • Presentation evidence • Acknowledgements • Audience response log

Does the learner communicate accurately and accessibly, protect stories and invite a purposeful response?

09

MODULE

Reflect and Decide What Comes Next

Learning, contribution, relationship quality, feedback, disposition, handover and closure.

INDIVIDUAL EVIDENCE

Evidence-based reflection • Self-assessment • Peer feedback response • Transfer goal

FEEDBACK SOURCES

Self, peer, partner and teacher evidence

TEAM EVIDENCE

Retrospective • Partner feedback • Disposition decision • Handover or closure record

Can the learner use evidence to explain growth, limits, responsibility and a realistic next step?

SECTION TWO

REPRODUCIBLE TOOLS

18 separate pages for planning, feedback, conferences, portfolio



USE THIS SECTION TO

- plan assessment before authentic project work begins
- capture individual learning inside collaborative action
- support actionable self, peer and partner feedback
- curate evidence and document professional judgment

PLAN + EVIDENCE

A1

Assessment Planning Map

Plan assessment around learning, agency, evidence, feedback and fair conditions before the project begins.

USE WHEN

Use during project design and revisit when scope, outcomes or community activity changes.

CLARIFY THE ASSESSMENT DESIGN

Learning outcomes

What knowledge, skills, dispositions or curriculum outcomes matter most?

Meaningful student decisions

Which choices can reveal reasoning, agency and responsible judgment?

Fair conditions

What access, format, timing, language or support options will students need?

Evidence opportunities

Which authentic actions and artifacts can make learning visible?

PLAN THE EVIDENCE FLOW

Early evidence that will show starting points:

Checkpoint evidence students can still use to improve:

Self, peer, partner and teacher feedback opportunities:

Culminating evidence and how individual learning will remain visible:

PAUSE AND CHECK



Does the assessment plan reward learning and judgment rather than access to resources, connections or a successful external outcome?

PLAN + EVIDENCE

A2

Learning Intention and Evidence Planner

Connect a clear learning intention to observable quality, authentic evidence and a feedback opportunity.

USE WHEN

Use for a module, work cycle, conference or major project event.

BUILD THE ASSESSMENT CHAIN

LEARNING INTENTION	QUALITY / CRITERIA	POSSIBLE EVIDENCE	FEEDBACK + USE

CHECK FOR ALIGNMENT

What could a student do well without actually showing this learning?

What could show the learning in a different format or role?

When will students interpret feedback and revise?

PAUSE AND CHECK

● Could a learner explain what they are trying to improve and which evidence will help them know?

PLAN + EVIDENCE

A3

Co-Constructed Criteria Builder

Make quality visible by studying examples, naming features and testing criteria before using them.

USE WHEN

Use before a new kind of work, feedback cycle, pitch, report, conversation or reflection.

BUILD CRITERIA WITH LEARNERS

1

Notice

Compare examples, experiences or models. What supports the purpose?

2

Name

Turn observations into specific features or decisions.

3

Test

Apply the draft criteria to a new example. What is unclear, missing or unfair?

4

Revise

Clarify language, reduce overlap and identify the highest-priority criteria.

5

Use

Give feedback, revise work and collect evidence of growth.

OUR SHARED CRITERIA

The purpose or learning intention:

Three to five observable criteria:

What the criteria should not reward:

When and how we will revisit them:

PAUSE AND CHECK

Do the criteria describe quality students can influence, observe and use?

PLAN + EVIDENCE

A4

Individual Evidence Tracker

Keep individual learning, contribution and decision-making visible inside collaborative project work.

USE WHEN

Use throughout action cycles and before conferences or reporting.

TRACK EVIDENCE OVER TIME

[illegible]

MAKE THE LEARNING VISIBLE

A contribution that may be easy to overlook:

A decision I influenced and the evidence or reasoning I used:

Feedback I used and what changed:

PAUSE AND CHECK

- Is there evidence of the learner's thinking and judgment, not only a list of completed tasks?

PLAN + EVIDENCE

A5

Team and Individual Evidence Map

Separate shared project evidence from each learner's distinct evidence without reducing collaboration to a task count.

USE WHEN

Use at checkpoints, before conferences or when contribution feels uneven or invisible.

MAP THE EVIDENCE

What the team created or decided

Artifacts, actions, evidence, communication and outcomes held together.

What I contributed

Thinking, making, organizing, listening, connecting, deciding or following through.

What others can confirm

Peer, partner, teacher or mentor observation and feedback.

What is not visible yet

Learning or contribution that needs an artifact, explanation, observation or new opportunity.

PLAN A FAIR NEXT OPPORTUNITY

A strength or contribution that is already visible:

A strand where this learner needs another way to show learning:

The next authentic action or evidence opportunity:

PAUSE AND CHECK

Would another assessor understand both the team's work and this learner's individual learning?

A6

FEEDBACK + REFLECTION

Learning Conference Record

Capture a brief evidence-centred conversation that notices learning and returns the next decision to the student.

USE WHEN

Use for individual or team conferences at any module checkpoint.

CONFERENCE NOTES

Notice

What is happening now? Which artifact, action or statement deserves attention?

Evidence and meaning

What does the learner think the evidence shows? What supports or complicates that view?

Feedback or teaching

Which specific observation, question or brief model could help?

Student next move

What will the learner do, revise, test, ask or document next?

FOLLOW-UP

Learning intention or criterion discussed:

Evidence to revisit:

Support, approval or access condition required:

Follow-up date or trigger:

PAUSE AND CHECK



Did the conference end with a learner-owned next move rather than a teacher-owned solution?

FEEDBACK + REFLECTION

A7

Quick Learning Check-In

Use a short student check-in to identify confidence, evidence, barriers and the next most useful support.

USE WHEN

Use at the start or end of a work cycle; do not treat the rating as a grade.

CHECK YOUR CURRENT EVIDENCE

CRITERION / STATEMENT	NOT YET	SOMETIMES	CONSISTENT	NOTE
I can explain our current purpose and decision.	☐	☐	☐	_____
I can point to evidence of my contribution.	☐	☐	☐	_____
I can explain what changed and why.	☐	☐	☐	_____
I know which feedback or question matters next.	☐	☐	☐	_____
I know when to ask for support, permission or a pause.	☐	☐	☐	_____
I have a realistic next action.	☐	☐	☐	_____

TURN THE CHECK-IN INTO ACTION

The strongest evidence I have right now:

A barrier, uncertainty or support need:

The next action I will take:

PAUSE AND CHECK

What response, conference or learning opportunity should follow this check-in?

A8

FEEDBACK + REFLECTION

Student Self-Assessment

Use portfolio evidence to identify current strengths, growth and a focused next learning move.

USE WHEN

Use at a checkpoint or near reporting; pair ratings with evidence and explanation.

REFLECT ACROSS THE PORTFOLIO STRANDS

CRITERION / STATEMENT	NOT YET	SOMETIMES	CONSISTENT	NOTE
Community understanding and ethical research	☐	☐	☐	_____
Analysis and use of evidence	☐	☐	☐	_____
Project design and adaptive action	☐	☐	☐	_____
Collaboration, leadership and accountability	☐	☐	☐	_____
Communication and community relationship	☐	☐	☐	_____
Reflection, agency and future action	☐	☐	☐	_____

EVIDENCE-BASED SELF-ASSESSMENT

A strength I can support with evidence:

A change in my thinking, skill or action:

A next step that is specific and within my influence:

PAUSE AND CHECK



Does each conclusion name or point to evidence rather than rely only on confidence or memory?

A9

FEEDBACK + REFLECTION

Actionable Peer Feedback

Support different groups to give one another feedback that is respectful, criteria-connected and useful for revision.

USE WHEN

Use during rehearsals, draft reviews, evidence checks or project decision points.

BUILD USEFUL FEEDBACK**Shared intention or criterion**

Which agreed purpose or quality are you responding to?

Specific evidence

What feature, choice, phrase, pattern or effect did you notice?

Why it matters

How does it affect clarity, evidence, access, ethics, feasibility or audience?

Possible next move

What could the team revise, test, clarify, compare, ask or practise?

GIVE AND RECEIVE

A specific strength connected to the criteria:

A question that could deepen thinking:

One actionable suggestion the team could choose to use:

Receiving team: USE / ADAPT / SET ASIDE - and why:

PAUSE AND CHECK

Can the receiving team name exactly what it could do next?

FEEDBACK + REFLECTION

A10

Community Partner Feedback

Invite authentic feedback on relevance, relationship, clarity, feasibility and follow-through without asking partners to assign grades.

USE WHEN

Use after meaningful contact, a pitch, action, showcase or closure conversation.

PARTNER PERSPECTIVE

Purpose and relevance

What felt useful, grounded or worth continuing to explore?

Relationship and respect

How well did the team communicate, listen, honour choice and follow through?

Clarity and credibility

What was clear? Which evidence, assumption or limitation needs attention?

Advice and next step

What specific action, connection, caution or question could support learning?

TEACHER / STUDENT FOLLOW-UP

What we heard and want to confirm:

The feedback we will use, adapt or set aside - and why:

A commitment, thank-you or update that needs an owner:

PAUSE AND CHECK

Is the feedback proportionate to the partner's role, knowledge, time and relationship to the project?

FEEDBACK + REFLECTION

A11

Feedback Response and Revision Log

Help learners interpret feedback, make a reasoned choice and document what changed while revision is still possible.

USE WHEN

Use after peer, partner, audience, mentor or teacher feedback.

INTERPRET THE FEEDBACK

SOURCE	WHAT WE HEARD	USE / ADAPT / SET ASIDE	REASON	ACTION + OWNER

CHECK THE REVISION

The highest-leverage change and why it matters:

Evidence that will help us judge whether the change helped:

Feedback that conflicts - and how we will decide:

PAUSE AND CHECK

Does the log show thoughtful response rather than automatic compliance or unexplained rejection?

FEEDBACK + REFLECTION

A12

Module Learning Checkpoint

Pause at any module to review evidence, feedback, access, responsibility and readiness for the next stage.

USE WHEN

Use flexibly; a checkpoint is for judgment and support, not calendar compliance.

CHECK THE CURRENT LEARNING

CRITERION / STATEMENT	NOT YET	SOMETIMES	CONSISTENT	NOTE
We can explain the learning intention and current purpose.	☐	☐	☐	_____
Each learner has evidence of thinking and contribution.	☐	☐	☐	_____
Our claims and decisions fit the evidence available.	☐	☐	☐	_____
Peer, partner or teacher feedback has led to an action.	☐	☐	☐	_____
Access, consent, safety and authority are clear.	☐	☐	☐	_____
We can name what is ready and what still needs attention.	☐	☐	☐	_____

CHECKPOINT DECISION

Evidence we reviewed:

Learning that is strong enough to carry forward:

A gap, support or revision needed now:

CONTINUE / ADAPT / PAUSE / SEEK HELP - because:

PAUSE AND CHECK



Are students moving forward because understanding and evidence are sufficient, not because a date arrived?

PORTFOLIO + REPORTING

A13

Portfolio Artifact Annotation

Turn a selected artifact into assessment evidence by explaining context, contribution, quality, change and limits.

USE WHEN

Use whenever a learner selects a meaningful artifact for a portfolio.

ANNOTATE THE ARTIFACT**Context and purpose**

What was happening? What were you trying to understand, decide or create?

My role and contribution

What did you think, make, ask, organize, decide, revise or follow through on?

What the artifact shows

Which learning intention, criterion or portfolio strand is visible?

Change and limits

What changed because of feedback or evidence? What does this artifact not show?

MAKE THE CLAIM TRACEABLE

A specific feature or part of the artifact to notice:

Another source that confirms or complicates this evidence:

The next artifact or action that would show growth:

PAUSE AND CHECK

Could someone understand the learning without assuming the artifact speaks for itself?

PORTFOLIO + REPORTING

A14

Portfolio Curation Map

Select a small, purposeful collection that shows growth across strands rather than submitting every project document.

USE WHEN

Use before a portfolio conference, reporting period or final reflection.

CURATE ACROSS THE STRANDS

PORTFOLIO STRAND	SELECTED ARTIFACT	WHY THIS EVIDENCE	GAP / NEXT EVIDENCE
Community + ethics			
Analysis + evidence			
Design + action			
Collaboration + accountability			
Communication + relationship			
Reflection + agency			

THE STORY OF GROWTH

An early and later artifact that show change:

An important contradiction, setback or limitation to include:

PAUSE AND CHECK

Does every selected artifact add new evidence or perspective to the portfolio?

PORTFOLIO + REPORTING

A15

Final Evidence-Based Reflection

Synthesize evidence of learning, contribution, relationship, project value and responsible next action.

USE WHEN

Use near the end of a project, term or portfolio cycle.

REFLECT ACROSS FOUR DIMENSIONS**My learning**

What changed in my knowledge, skill, judgment or agency? Which evidence supports this?

My contribution

How did my visible and less-visible work affect the team, project or relationship?

Project and community

What value, learning or limitation emerged? What should we not claim?

Responsibility and next step

Which commitments remain? What should continue, transfer, change, pause or close?

BUILD THE FINAL ACCOUNT

A piece of evidence that confirms my view:

A piece of feedback or evidence that complicates my view:

The capacity, question or commitment I will carry forward:

PAUSE AND CHECK

Does the reflection include evidence, limits and responsibility rather than a polished success story?

PORTFOLIO + REPORTING

A16

Integrated Assessment Summary

Bring evidence from six portfolio strands into one concise professional judgment and next-step record.

USE WHEN

Use for reporting, moderation or a final conference after reviewing the portfolio.

SUMMARIZE THE EVIDENCE

STRAND	KEY EVIDENCE	CURRENT STRENGTH	NEXT LEARNING MOVE
Community + ethics			
Analysis + evidence			
Design + action			
Collaboration + accountability			
Communication + relationship			
Reflection + agency			

PROFESSIONAL JUDGMENT

A pattern visible across several sources:

A discrepancy or missing evidence that needs care:

PAUSE AND CHECK

Can the summary be traced to evidence and separated from project popularity, polish or external success?

PORTFOLIO + REPORTING



Curriculum and Competency Mapping

Map observable project learning to local curriculum outcomes, competencies or program expectations.

USE WHEN

Use during planning and reporting; adapt the language to the relevant jurisdiction and subject area.

MAP LEARNING - NOT JUST ACTIVITIES

LOCAL OUTCOME / COMPETENCY	OBSERVABLE LEARNING	AUTHENTIC EVIDENCE	CONDITIONS / SUPPORTS

CHECK THE ALIGNMENT

Where is the outcome genuinely taught and practised?

What evidence would distinguish participation from learning?

Which other subject or competency connections are useful - and which would overclaim?

PAUSE AND CHECK



Would the mapping still make sense if the project's product or community context changed?

PORTFOLIO + REPORTING

A18

Program Quality Review

Review whether program conditions support authentic youth leadership, ethical community relationship and credible learning evidence.

USE WHEN

Use with staff, students and partners after a cycle or during program improvement.

REVIEW PROGRAM CONDITIONS

CRITERION / STATEMENT	NOT YET	SOMETIMES	CONSISTENT	NOTE
Students can identify decisions they genuinely influence.	☐	☐	☐	_____
Community perspectives visibly shape project choices.	☐	☐	☐	_____
Projects build on assets as well as respond to needs.	☐	☐	☐	_____
Students explain how evidence changed a decision.	☐	☐	☐	_____
Partners experience the relationship as reciprocal and worthwhile.	☐	☐	☐	_____
Different strengths and leadership styles are visible and valued.	☐	☐	☐	_____
Claims about impact are careful and supported.	☐	☐	☐	_____
Closure or continuation decisions are responsible and communicated.	☐	☐	☐	_____

PRIORITIZE IMPROVEMENT

Evidence or voices included in this review:

A condition to protect:

The highest-leverage change, owner and next check:

PAUSE AND CHECK

Does the review lead to a specific program change rather than only a satisfaction rating?

SECTION THREE

ADAPTABLE RUBRICS

6 analytic rubrics plus guidance and a blank co-construction rubric



USE THIS SECTION TO

- make complex quality visible without prescribing one product
- support self-assessment, feedback and professional judgment
- adapt descriptors to local outcomes and student language
- separate insufficient evidence from a level of performance

DESCRIPTORS SUPPORT JUDGMENT - THEY DO NOT REPLACE IT

How to use the rubrics

Use one or two relevant strands at a time for feedback. Use the full set only when the body of evidence and reporting purpose justify it.

EMERGING

Quality is beginning to appear; the learner needs modelling, prompting or a clearer opportunity.

DEVELOPING

Quality is partial or inconsistent; the learner can make progress with targeted support.

APPLYING

Quality is consistent and increasingly independent in the current context.

EXTENDING

The learner adapts, transfers or deepens the quality and may strengthen collective practice.

USE WITH CARE

Insufficient evidence

Record it separately. Missing evidence is not automatically Emerging.

Best fit

Interpret patterns across evidence; do not average every cell mechanically.

Local outcomes

Adapt criteria and descriptors to the curriculum language and developmental context.

Student use

Unpack or co-construct language before expecting self or peer assessment.

Moderation

Compare evidence and reasoning with colleagues when stakes or discrepancies are significant.

Reporting

Follow local policy for grades, levels, comments and required documentation.

PORTFOLIO STRAND

R1

Community Understanding and Ethical Research

Assess how learners understand community context and conduct inquiry with consent, care and responsibility.

CRITERION	EMERGING	DEVELOPING	APPLYING	EXTENDING
Community understanding	Names a few visible features; relies mainly on first impressions.	Identifies assets and perspectives with support; begins to question assumptions.	Uses varied community knowledge to explain assets, context and perspectives.	Connects perspectives, history, power and missing voices; revises assumptions independently.
Consent, privacy and safety	Needs reminders about permission, privacy or safe boundaries.	Follows agreed processes with support and can explain some reasons.	Plans and follows consent, privacy, safety and information-use commitments.	Anticipates changing risks, improves processes and helps others act responsibly.
Representation and credit	May generalize, omit context or use knowledge without clear credit.	Uses respectful language and credit with prompts; checks some interpretations.	Represents people and evidence accurately, proportionately and with appropriate credit.	Examines how audience, power and context affect representation; invites correction.
Reciprocity and follow-through	Completes contact or thanks when reminded.	Follows through on most commitments with support.	Communicates next steps, honours commitments and shows how contributions mattered.	Strengthens reciprocal relationships and anticipates responsibilities beyond the immediate task.

Evidence considered: _____ Current pattern: _____ Next learning move: _____

PORTFOLIO STRAND

R2

Analysis and Use of Evidence

Assess how learners choose, organize, interpret and use evidence in claims and decisions.

CRITERION	EMERGING	DEVELOPING	APPLYING	EXTENDING
Question and method fit	Collects convenient information without a clear evidence question.	Chooses a plausible method with support; identifies a basic limit.	Matches a proportionate method to a clear question and intended decision.	Compares methods, burden, bias and limits to design a stronger evidence strategy.
Organization and interpretation	Lists information or jumps quickly to a conclusion.	Groups evidence and identifies simple patterns with prompts.	Organizes evidence and explains patterns, tensions, exceptions and gaps.	Tests alternative interpretations and preserves complexity across sources.
Claims and limitations	Makes claims larger than the evidence or omits uncertainty.	Uses some supporting evidence and names a general limitation.	Makes traceable claims using proportionate language and meaningful limitations.	Calibrates claims precisely and explains how limitations affect use or confidence.
Evidence-informed decisions	Explains a decision mainly through preference or completion.	Refers to evidence when prompted; revisions may be general.	Uses evidence and feedback to continue, adapt, pause, seek help or stop.	Integrates multiple sources, weighs trade-offs and names evidence that would change the decision.

Evidence considered: _____ Current pattern: _____ Next learning move: _____

PORTFOLIO STRAND

R3

Project Design and Adaptive Action

Assess how learners turn an evidence-informed opportunity into feasible, responsible action and adaptation.

CRITERION	EMERGING	DEVELOPING	APPLYING	EXTENDING
Opportunity and value	States a broad idea with limited connection to community evidence.	Connects the idea to a need or asset with support.	Defines a focused opportunity, intended value and people or context involved.	Balances community value, student influence, ethics and system conditions in the design.
Feasibility and planning	Plan is vague, incomplete or dependent on unconfirmed assumptions.	Identifies major actions, roles and resources with support.	Builds a realistic plan with roles, dependencies, permissions, resources and evidence points.	Tests high-risk assumptions and designs useful contingencies and decision points.
Action and follow-through	Needs frequent prompting to begin, communicate or complete agreed work.	Completes assigned actions with support and records some progress.	Takes purposeful action, communicates early and follows through on responsibilities.	Coordinates complex work, anticipates needs and strengthens team or partner capacity.
Adaptation and problem-solving	Persists with the first plan or changes direction without evidence.	Identifies a problem and considers options with support.	Uses evidence to solve problems and records responsible changes.	Recognizes emerging conditions early and leads transparent, evidence-based course correction.

Evidence considered: _____ Current pattern: _____ Next learning move: _____

R4

PORTFOLIO STRAND

Collaboration, Leadership and Accountability

Assess visible contribution, shared leadership, communication, repair and responsible follow-through.

CRITERION	EMERGING	DEVELOPING	APPLYING	EXTENDING
Contribution	Contribution is difficult to see or depends on repeated direction.	Completes defined work with support; evidence of contribution is partial.	Contributes sustained, useful work and makes thinking and progress visible.	Creates meaningful entry points for self and others and strengthens collective work.
Shared leadership	Waits for others to decide or treats leadership as one person's role.	Takes a role and participates in some decisions with support.	Shares consequential work, invites perspectives and uses decision authority responsibly.	Adapts leadership to context, redistributes influence and develops others' agency.
Communication and repair	Avoids tension, dominates or communicates after problems grow.	Listens and responds with prompts; attempts repair when guided.	Communicates clearly, listens, addresses tension early and participates in repair.	Navigates complex disagreement with care and improves team communication systems.
Accountability	Commitments, records or follow-up are inconsistent.	Follows through on most commitments with reminders.	Tracks responsibilities, asks for help early and completes or renegotiates commitments.	Anticipates accountability needs and helps the team close gaps without blame.

Evidence considered: _____ Current pattern: _____ Next learning move: _____

R5

PORTFOLIO STRAND

Communication and Community Relationship

Assess purposeful, accessible and responsible communication with audiences and community partners.

CRITERION	EMERGING	DEVELOPING	APPLYING	EXTENDING
Audience and purpose	Communication is generic or focused mainly on completing the assignment.	Identifies an audience and purpose with support.	Adapts message, evidence, format and request to a real audience and purpose.	Designs distinct communication for audiences with different knowledge, authority and needs.
Clarity and evidence	Message is difficult to follow or makes unsupported claims.	Communicates the main idea and some evidence with prompts.	Builds a clear account with relevant evidence, context and honest limitations.	Synthesizes complexity into an accurate, compelling and appropriately bounded account.
Access, consent and credit	Access or permission checks are missing or added late.	Uses agreed supports and checks permission with reminders.	Designs for access and confirms consent, context and credit before sharing.	Anticipates how communication may travel and strengthens access and representation practices.
Dialogue and response	Shares information without a clear invitation or follow-up.	Answers questions and records some response with support.	Invites useful dialogue, listens to response and follows through appropriately.	Creates reciprocal dialogue that informs decisions and sustains relationships.

Evidence considered: _____ Current pattern: _____ Next learning move: _____

PORTFOLIO STRAND

R6

Reflection, Agency and Future Action

Assess how learners use evidence to understand growth, influence, limits and responsible next steps.

CRITERION	EMERGING	DEVELOPING	APPLYING	EXTENDING
Evidence-based reflection	Reflection describes activity or feelings with little evidence.	Uses an artifact or example with prompts; explanation remains general.	Uses varied evidence to explain learning, contribution and change over time.	Interprets confirming and challenging evidence to build a nuanced account of growth.
Understanding growth and limits	Names success or difficulty without examining why.	Identifies a strength and next step with support.	Explains strengths, limits, assumptions and conditions that shaped learning.	Connects growth and limits across contexts and identifies deeper learning questions.
Agency and influence	Describes participation mainly as following directions.	Names some choices or influence when prompted.	Explains meaningful decisions, responsible influence and when adult or partner authority applied.	Examines how power, access and relationships shaped agency and how influence could grow.
Future action and closure	Next step is vague, unrealistic or leaves commitments open.	Identifies a possible next step and some responsibilities with support.	Chooses a realistic next step, resolves commitments and transfers learning.	Designs responsible continuation, handover or closure and anticipates future questions and conditions.

Evidence considered: _____ Current pattern: _____ Next learning move: _____

CO-CONSTRUCT • TEST • REVISE

Blank rubric builder

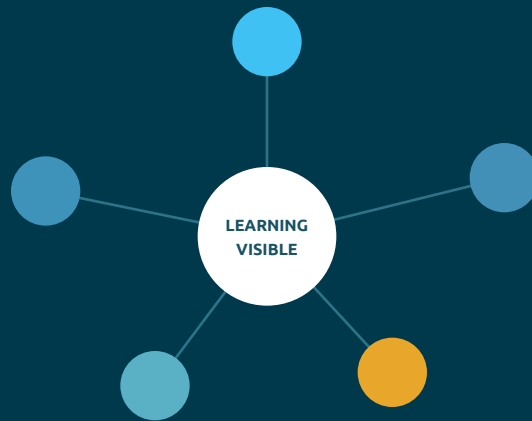
Build from a clear learning intention and examples of quality. Keep criteria distinct, observable and within learner influence.

Learning intention / outcome:

CRITERION	EMERGING	DEVELOPING	APPLYING	EXTENDING

FAIRNESS CHECK

Do the criteria describe quality learners can influence? Is insufficient evidence separate? Have students tested the language on examples? Which access routes preserve the same learning demand?



MAKE QUALITY VISIBLE
MAKE FEEDBACK ACTIONABLE
MAKE LEARNING TRACEABLE

Assessment is strongest when students can explain what they are learning, point to evidence, use feedback and choose a responsible next move.



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