

the NTN Help and Learning Center. The recommended practices in each table are not an exhaustive list. See "Go Deeper" in each NTN Learning Outcome sections.

Collaboration

NTNLOs

What?

group tasks.

An individual and group's

COLLABORATION

ability to contribute to

Why?

Collaboration helps

and their skills to

community.

learners develop their

academic and social skills,

contribute to a learning

The PrBL Practices Cards are available in digital format in

OVERVIEW OVERVIEW What are the NTN Learning Outcomes? A key pillar in the New Tech Network Model is the use of the Outcomes That Matter - comprising five research-based NTN Learning Outcomes (NTNLOs). **KNOWLEDGE & THINKING** WRITTEN COMMUNICATION COLLABORATION **AGENCY** ORAL COMMUNICATION What are the NTN Learning Outcome Rubrics?

developed with Envision Learning and the Stanford Center

for Assessment, Learning and Equity to help guide student growth in the NTN Learning Outcomes. These rubrics are essential components of project-based learning and problem-based learning units, used by the schools we support. Search NTN Learning Outcome Rubrics and Templates in the NTN Help Center.

COLLABORATION Section 1: Individual Collaboration An individual's ability to contribute to group tasks. NTNLO Rubric Dimensions **Practices Cards to Scaffold Skills** "Community "Participation Quiz" Circles" creates provides opportunities for opportunities to practice skills and learners to engage in **EQUAL** equitable discourse receive feedback "Constructivist "Jigsaw" helps Listening Dyad learners connect Protocol" engages active and learn from each listening to build trust other "Co-Create Community 'Community Circles" creates opportunities to practice and Agreements' establishes a safe co-develop shared COMMUNITY earning environment agreements **AGREEMENTS** "Project Team "Peace Path" or Agreements and Group "Restorative Roles" creates Circles" helps develop opportunities to practice shared agreements and co-develop shared and processes agreements "Peace Path" or "Restorative "Project read Agreements and Circles" helps learners Group Roles" and understand individual "Group Roles" create roles and a conflict opportunities to **ROLES** co-develop and reflect resolution process "Fishbowl" asks upon roles learners to practice Jigsaw"helps define skills and share roles for learners feedback with defined

BEFORE YOU USE THIS CARD INDEX Get to know the NTN Learning Outcome Rubrics. Search NTN Learning Outcome Rubrics and Templates in the NTN Reflect on which specific outcomes you would like to focus on with your learners.

Be thoughtful of your learner's needs and cultural assets as you target specific skills to support them with.

Help your learners understand the NTN Learning **Outcome Rubrics.** Explain that the NTN Knowledge & Thinking Rubrics describe a

specific set of disciplinary skills to support ways of thinking about content. Help learners see that the other Learning Outcome Rubrics describe key skills in that area. Use practices such as "See, Think, Wonder" or "Bookend **Lessons"** to introduce specific rubric dimensions (rows) with

learners. We recommend introducing one dimension at a time (e.g. Collecting Data). See Learner-Centered and Assessment **Practices** for more ideas.

Ask learners to reflect on their score level and set goals. Use practices such as "W.O.O.P." or "Asset-Based Feedback" to build learning alliances with learners and inform your scaffolding choices. See Culture and Assessment Practices for more ideas.

Take time to get to know the NTN Practices Cards. Read the Introduction and Overview for each set.

Gather input from all voices to decide on specific skills

to target and practices to use. Use practices such as "Focus Groups," "Community Walk" or "Co-Design Learning Environments" to deeply understand

which skills and practices would best support your learners. See Culture Practices for more ideas.

COLLABORATION

HOW YOU MIGHT USE THIS CARD INDEX Use this index to find NTN Practices Cards that scaffold and assess targeted skills.

Locate your desired discipline (e.g. Science) or Learning

Outcome (e.g. Collaboration).

2. Use the NTN Learning Outcome Rubric Domains (row titles) to select the targeted skill you would like to scaffold. 3. Choose one or more of the suggested practices cards to design

a scaffold or assessment to support the targeted skill. Note that this index is not an exhaustive list. I. Periodically engage in critique and celebrations of work using the indicators from the NTN Knowledge & Thinking Rubrics. Use practices such as "Praise, Question," "Targeted Peer Assessment" and "Exemplary Work Celebration" to

support those processes. See Learner-Centered and Assessment Practices for more ideas. Use this index to design focused professional learning.

• Use this index to support teachers in their project-based

learning and problem-based learning design through professional learning around specific NTN Learning Outcomes.

Use this index to build alignment. Build skill alignment for a given project, lesson, semester, etc.

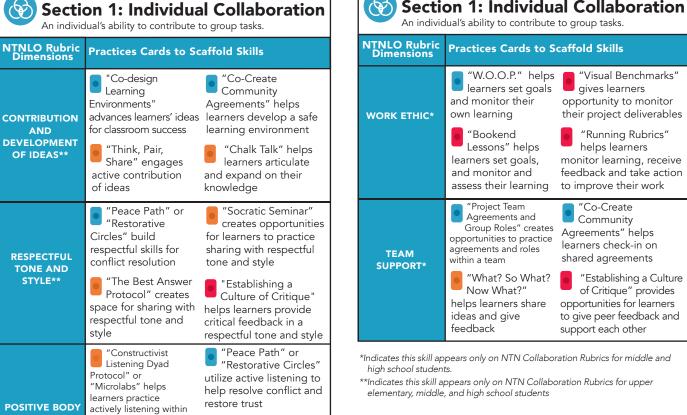
COLLABORATION

Your grade-level team or whole staff can strategically select practices that target the same skill. Teachers can compare data and reflect upon design and implementation of practices focused on the same outcomes. Build single practice alignment. Teachers can engage in cycles of

as a reflection of how that practice might nurture specific skills. Build vertical alignment. Each grade level might choose to focus on specific NTN Learning Outcome skills and implement specific

learning around a single practice using the data from learner work

recommended practices that are aligned and build upon one another.



"Fishbowl" allows learners to observe

improve their own skills

body language and

positive body language listening in others to

COLLABORATION

helping them take ownership of this skill?

REFLECT

project/lesson, etc.?

collaborate together?

AGENCY

Academic Mindsets





"Co-design Learning

"Grade Selectively"

decisions

MAKING

Environments" helps collaborate through a learners make class decision-making process "Targeted Peer Assessment" has helps teams decide teams make decisions on what to be graded assessments through

"The Best Answer

Protocol" helps teams

thoughtful peer feedback

Section 2: Team Collaboration A group's ability to productively manage group tasks.

COLLABORATION

TNLO Rubric Dimensions	Practices Cards to Scaffold Skills		
PHYSICAL DISPOSITIONS	"Community Circles" helps learners practice ways to collaborate effectively "Fishbowl" helps teams practice active listening, engagement and contributions of ideas	"Project Team Agreements and Group Roles" helps teams actively listen and contribute their ideas "The Best Answer Protocol" helps teams practice observation, listening and effective collaboration	
REATING AND USING COMMUNITY AGREEMENTS	"Storytelling" helps learners build trust and rapport to learn from each other "Hopes and Dreams" helps develop shared understanding of	"Project Team Agreements and Group Roles" helps teams actively build a safe learning environment "Recognize Your Triggers" helps learners reflect in order to actively contribute to a	
NTELLECTUAL DISCOURSE	each other's needs "Project Team Agreements and Group Roles" helps teams develop shared agreements "The Best Answer Protocol" helps teams build on the thinking of others	safe learning environment "Praise, Question, Suggestion" helps teams share ideas, questions and feedback on project deliverables "Jigsaw", "Concept Attainment" and "Concept Mapping" help teams connect and	

learn from each other

*Indicates this skill appears only on NTN Collaboration Rubrics for middle and high school students **Indicates this skill appears only on NTN Collaboration Rubrics for upper elementary, middle, and high school students

COLLABORATION Section 2: Team Collaboration A group's ability to productively manage group tasks. NTNLO Rubric Practices Cards to Scaffold Skills "Praise, Question, "The Best Answer Suggestion" helps Protocol" gives teams celebrate their teams opportunities to work and receive advocate and **PASSIONATE** feedback celebrate their work **OWNERSHIP** "Exemplary Work "Best Work Archive" gives Celebration" gives teams a chance to teams a chance to celebrate their work assess, curate and learn from their best work "Establish Rituals "Co-Create and Routines" Community creates systems to Agreements" enables support teams through shared agreements for CONFLICT conflict resolution teams to check-in RESOLUTION "Peace Path" or 'Community "Restorative Circles" Circles" gives teams helps engage learners in opportunities to discuss conflict resolution and practice conflict resolution strategies processes

a discussion

"Community, Circles" allows

learners to practice

and active listening

LANGUAGE

ACTIVE

LISTENING**

What's a realistic next step for your learners in terms of score How are you incorporating critique and feedback to help learners develop this skill? How will learners reflect and share what they are learning? How will you be mindful of bringing awareness to power dynamics How will learners affirm and extend each others' assets as they

• In what ways are learners collaborating in your classroom? How are you meeting learners at their comprehension level and

What specific skills will you target with your learners in this

GO DEEPER Search "NTN Collaboration Rubrics" in the NTN Help Center Search "Collaboration Stamp Sheets" in the NTN Help Center

Search "How Do I Teach and Assess Collaboration Skills?" in the NTN

• Search "How Do I Use Team Contracts to Support PBL?" in the NTN

Help Center Search "Glossary of Scaffolding Activities" in the NTN Help Center

Agency NTNLOs What? Why? A combination of Through developing agency, learners will be academic mindsets and the ability to take empowered to actively

ownership over one's engage, advocate for themselves, and leverage learning. skills needed to thrive.

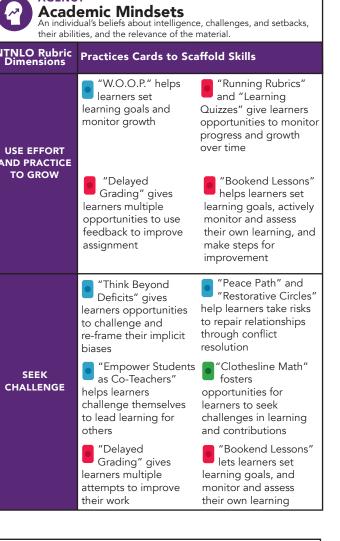
AGENCY

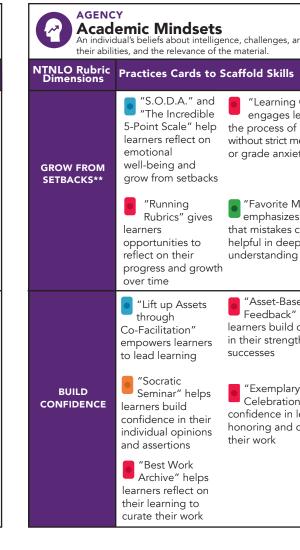
TACKLE AND

MONITOR

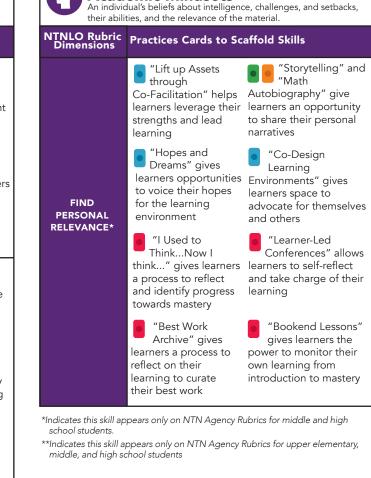
LEARNING

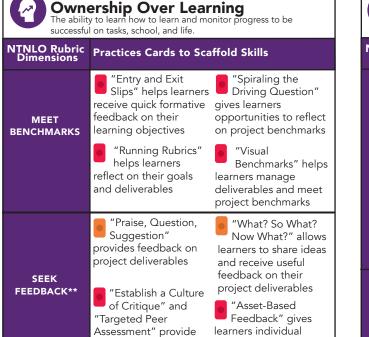
AGENCY Academic Mindsets nce, challenges, and setbacks, their abilities, and the relevance of the material. NTNLO Rubric Practices Cards to Scaffold Skills "W.O.O.P." helps learners set "Running Rubrics" and "Learning Quizzes" give learners learning goals and monitor growth opportunities to monito progress and growth over time **USE EFFORT** AND PRACTICE **TO GROW** "Bookend Lessons" helps learners set "Delayed Grading" gives "Delayed learners multiple learning goals, actively opportunities to use monitor and assess feedback to improve their own learning, and assignment make steps for improvement "Think Beyond Deficits" gives "Peace Path" and "Restorative Circles" learners opportunities help learners take risks to repair relationships to challenge and through conflict re-frame their implicit resolution "Clothesline Math" "Empower Students SEEK as Co-Teachers" fosters **CHALLENGE** helps learners opportunities for challenge themselves learners to seek challenges in learning to lead learning for others and contributions "Bookend Lessons" "Delayed lets learners set Grading" gives learners multiple learning goals, and attempts to improve monitor and assess their own learning









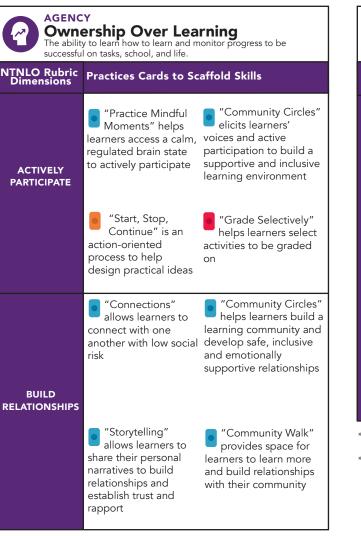


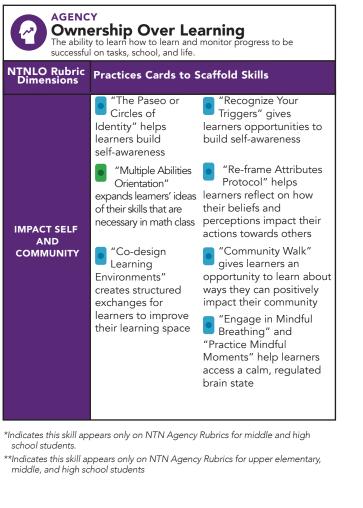
- feedback and support peer feedback "W.O.O.P." helps "Knows and Need to Knows" helps learners set goals learners drive the inquiry and monitor learning process and monitor their learning "Bookend Lessons" "Learning Quizzes" engages learners in gives learners an active process of opportunities to set
- growth and reflection goals and actively reflect on their learning of their learning throughout a lesson Version 3 © 2023 New Tech Network the NTM Practices Cards

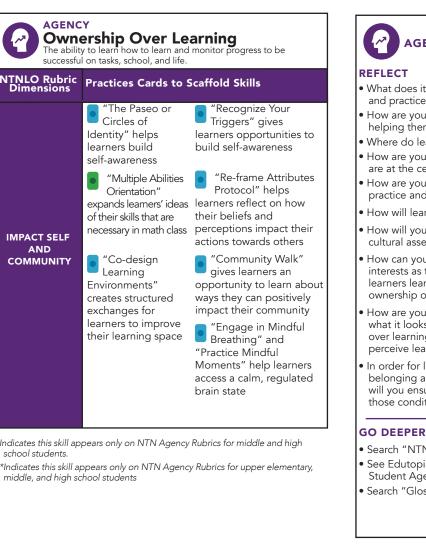


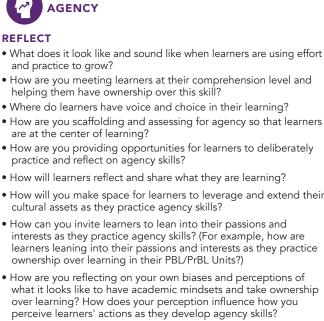
Learning Outcome Rubrics to

Card Index Learning Outcomes New Tech Network









Search "Glossary of Scaffolding Activities" in the NTN Help Center

See Edutopia's article "Using Collaborative Learning to Build

Search "NTN Agency Rubrics" in the NTN Help Center

In order for learners to engage fully in agency skills, they must feel

belonging and connectedness in the learning environment. How

will you ensure the culture in the learning environment enables



What?

The ability to reason, problem-solve, develop sound arguments or decisions, and create new

ideas by using appropriate sources and applying the knowledge and skills of a discipline.

CLAIMS/

SUPPORTING

IDEAS

OUNTERCLAIMS

appropriate for

kinds of writing

(e.g. explanato and should be

ARGUMENT/

THESIS

CLAIMS/

SUPPORTING

IDEAS

for learners to discover the truth in assertions, think critically, become knowledgable about the world around them, so that they can contribute to a just, democratic and humane society.

KNOWLEDGE & THINKING MATH: Problem Solving (Grades K-12) NTNLO Rubric Dimensions **Practices Cards to Scaffold Skills** "Launch" and "See, Think, "Explore" allow Wonder" helps learners to make sense earners analyze the **PROBLEM** of the problem and SOLVING form solution strategies "Concept Mapping" helps "3-2-1 Bridge" helps learners earners sort constraints, goals, and engage in analysis and reflection definitions "Clothesline "Which One Doesn't Math" supports Belong?" helps earners in reasoning learners discuss math and proof concepts **REASONING AND PROOF** "Chalk Talk" "Discuss" helps learners to share engages nonverbal strategies, make communication to share reasoning and proof to connections, and share math problems solutions "Clothesline Math" Jigsaw" helps helps learners share learners share

multiple

OMMUNICATIO

REPRESENTATION

AUTHOR'S

CRAFT*

require the

addressing of

(e.g. explanato

EVIDENCE

ANALYSIS AND

SYNTHESIS

representations

Model how to use

(graphs, formulas,

diagrams) to help

explain reasoning

KNOWLEDGE & THINKING

multiple representations

ENGLISH: Textual Analysis

KNOWLEDGE & THINKING SOCIAL STUDIES: Argumentation/Explanation (Grades 6-12) NTNLO Rubric Dimensions **Practices Cards to Scaffold Skills** "Concept Attainment" helps "Jigsaw" engages discussions around examples of relevant learners understand arguments/thesis arguments/thesis ARGUMENT/ **THESIS** "Concept Mapping" helps "See, Think, Wonder" helps learners understand a learners generate and relevant and clear arrange vocabulary/ argument/thesis descriptors "Concept Mapping" helps "Chalk Talk" engages nonverbal discussions to generate learners generate specific claims/ideas claims/ideas CLAIMS/ SUPPORTING "Text Discussion Protocol" helps "Card Sort" helps **IDEAS** learners identify learners clearly explain claims/ideas that will how evidence supports sharpen the argument/thesis the argument/thesis "The Best Answer "Four Corners" COUNTERCLAIMS Protocol" supports allows students opportunities to group responses to physically respond to inclusion and addressing of auestions and questions or counterclaims counterclaims

"Fishbowl" helps learners actively

respond to questions

ENGLISH: Argumentation/Explanation

or counterclaims

KNOWLEDGE & THINKING

(Grades 6-12)

"Socratic Seminar'

develop and respond to

learners to address

"Visual Benchmarks"

helps learners

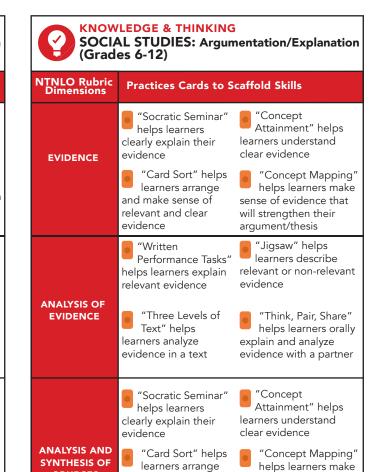
and respond to

questions through

written dialogue

helps learners

questions or



and make sense of

relevant and clear

sense of evidence that

will strengthen their

SOURCES



"Block Party "Think, Pair, Share" "Block rais,
Protocol" helps helps learners engage in active learners unpack a ARGUMENT/ strong argument/thesis listening **THESIS** "Establishing a Culture "Concept Mapping" helps of Critique" provides learners build an opportunities for learners to argument/thesis give feedback on each other's argument/thesis "Card Sort" helps "Block Party

Protocol" helps

"Chalk Talk" has learners responding

to questions and

most significant and learners unpack a strong argument/thesis specific claims/ideas that support their with several peers argument/thesis "Concept Mapping" "Text Discussion Protocol" helps helps learners learners clearly explain collaborate to arrange how evidence supports their claims and the argument/thesis supporting ideas

claims through written communication counterclaims "Think, Pair, "Fishbowl" helps Share" helps learners actively optional based c task learners engage in active listening and counterclaims participation

develop and respond to questions and respond to questions or

articulate a science

Socratic Seminar"

helps learners

learners identify the

(Grades 6-12) NTNLO Rubric Dimensions **Practices Cards to Scaffold Skills** "Think, Pair, Silal Shelps learners share "Text Discussion Protocol" provides opportunities to discuss evidence **EVIDENCE** strength of evidence "Targeted Peer "Establishing a Culture Assessment" helps of Critique" provides opportunities for peer peers give critique on strength and relevance critique on strength and of evidence relevance of evidence "Think, Feel, Care Text Discussion

Protocol" helps

discuss the author's

"Block Party

auotes from text to

help learners analyze

author's point of view

Protocol" uses

point of view or

purpose in a text

learners analyze the analyze ideas with central ideas or themes multiple perspectives and their development **ANALYSIS OF** and interaction over **IDEAS** "Chalk Talk" helps the course of the learners nonverbally text(s) communicate and analyze the central ideas or themes of a text "Think, Feel, Care" "Three Levels of ANALYSIS OF Text" helps learners helps learners

> point of view in a given "Think, Pair, Share" provides learners time to individually reflect on their understanding of author's point of view

consider the author's

allows learners to

multiple representations

"The Best Answer

Protocol" helps

learners share what is

relevant and meaningful

and explain what is

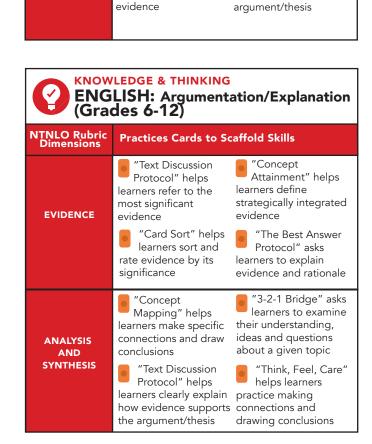
relevant and

meaningful

learners unpack

evidence in text

NTNLO Rubric Dimensions **Practices Cards to Scaffold Skills** "Think Pair Share" "Text Discussion Protocol" engages helps learners discussion to build an communicate an argument/thesis argument/thesis ARGUMENT/ "Concept Mapping" helps "Think, Feel, Care" helps learners learners generate and analyze multiple perspectives to develop arrange vocabulary/descriptors an argument/thesis "Card Sort" helps "Concept Attainment" helps learners provide thei learners develop own reasonings that support the definitions for new CLAIMS/ argument/thesis concepts **SUPPORTING IDEAS** "Chalk Talk" helps "The Best Answer Protocol" helps learners express in learners answer writing the definitions questions with and reasonings for new supporting claims concepts "Socratic "Fishbowl" helps COUNTERCLAIMS Seminar" allows for active response and respond to questions dialogue to claims and required or appropriate for kinds of writing or counterclaims counterclaims "Four Corners" "Chalk Talk" helps (e.g. explanator and should be



KNOWLEDGE & THINKING SCIENCE: Argumentation/Explanation (Grades 6-12) NTNLO Rubric Practices Cards to Scaffold Skills

"Text Discussion "See, Think, Wonder" helps Protocol" uses text to help learners develop a learners think through science-related issue ARTICULATING science-related issues A SCIENCE-"Chalk Talk" "Think, Feel, Care" **RELATED** provides helps learners see ISSUE opportunity to discuss multiple perspectives to

issues for complex

research projects

"Jigsaw" helps "Concept Attainment" helps learners unpack models of clear and learners understand specific argument/thesis examples of clear and unclear argument/thesis "Establish a Culture "Targeted Peer

of Critique" allows Assessment" allows learners to give learners to give and receive feedback on their feedback on their argument/thesis argument/thesis "Block Party" uses helps learners share

text to help learners significant claims/ideas understand specific and about their new significant claims/ideas understanding 'The Best Answer "Socratic Seminar" Protocol" helps gives learners

learners share specific opportunity to share claims/ideas to support specific ideas to suppor the argument/thesis

KNOWLEDGE & THINKING SCIENCE: Argumentation/Explanation (Grades 6-12) NTNLO Rubric Practices Cards to Scaffold Skills

"Chalk Talk" asks COUNTERCLAIMS* "See, Think, Wonder" helps learners to respond learners think through on their own pace to appropriate for all kinds of writing (e.g questions and science-related issues explanatory) and should be counterclaims "Text Discussion "Socratic Seminar" Protocol" helps gives learners a

> "The Best Answer Protocol" helps 🧻 "Four Corners" asks learners to physically learners explain the address and analyze evidence strenaths and limitations of evidence

chance to cite specific

evidence to a

claim/counterclaim

I Used to 🧧 "Think, Pair, Share" helps learners Think...Now I Think..." is a process discuss limitations that helps learners and/or unanswered reflect and make questions conclusions

BEFORE IMPLEMENTING KNOWLEDGE & THINKING

KNOWLEDGE & THINKING **SCIENCE: Scientific Research** (Grades 6-12) NTNLO Rubric Practices Cards to Scaffold Skills

gives learners

physically respond to

opportunities to

questions or

counterclaims

optional based

"See, Think, "Think, Feel, Care" Wonder" helps allows learners to **SITUATING** analyze multiple learners ask relevant **SCIENTIFIC** perspectives about a content information **INQUIRY** that supports a question "Concept "Jigsaw" helps "Concept Attainment" shows learners collaborate with others to learners examples and **DEVELOPING** understand and develop non-examples of accurate models to help expectations for USING MODELS

them develop their own accurate models

Chalk Talk" helps "Text Discussions Protocol" has "Text Discussion learners collaborate learners unpack nonverbally to develop a STATING A hypothesis about a hypothesis about an **HYPOTHESIS** investigation **question**

understanding of the

"Start, Stop,

KNOWLEDGE & THINKING

Continue" allows

concept

learners to co-design collaborate and manage **DESIGNING THE** their investigation and make decisions **INVESTIGATION** about a project

KNOWLEDGE & THINKING **SCIENCE: Scientific Research** (Grades 6-12) NTNLO Rubric Practices Cards to Scaffold Skills "Concept Mapping" "Jigsaw" helps learners collaborate helps learners COLLECTING organize and collect to collect appropriate **DATA** data and relevant data Which One "See, Think, "See, 11....., Wonder" helps Doesn't Belong" **ANALYZING** learners analyze data helps learners identify THE DATA patterns in data "Think, Feel, Care' "Text Discussion helps learners Protocol" helps GENERATING learners generate practice generating interpretations interpretations from "The Best Answer Socratic Seminar Protocol" helps provides **DRAWING** learners develop opportunities for VIDENCE-BASED strong evidence-based learners to make **CONCLUSIONS** evidence-based conclusions

BEFORE IMPLEMENTING KNOWLEDGE & THINKING Understand Alignment between Knowledge & Thinking Rubrics with College and Career Readiness Assessments (CRAs)

the argument/thesis

readiness starting in middle school. Periodically, you may wish to create a task that allows you to assess learners on an entire Knowledge and Thinking and Written Communication rubric in order to assess where they are in regard to a college readiness standard. This is called a CRA.

"Proficient" on the Grade 12 Knowledge and Thinking and Written Communication Rubrics are vertically aligned so teachers can assess learners' trajectory towards college

Engage in Learning around Disciplinary Literacy What do experts in your discipline read, write, and

communicate? For example, what are scientists reading and writing in their work? How is reading/writing/communication in your discipline

unique and different from other disciplines?

How do the NTN Learning Outcome Rubrics help support and measure the type of reading/writing/communication in your discipline?

Go Deeper:

NTNLO Rubric Dimensions

ASKING

in the NTN Help Center

Search "Guide to Individual Written Performance Assessments"

Understand differences between Written Performance Tasks and College and Career Readiness Assessments

	Written Performance Tasks	College and Career Readiness Assessments
Purpose	Assess some aspects of learners' Knowledge and Thinking and Written Communication skills (e.g. a few dimensions on both rubrics)	Assess some aspects of learners' Knowledge and Thinking and Written Communication rubrics as a way to assess progress towards College and Career Readiness
Duration	Depends, but typically, 1-3 weeks	Depends, but typically, 3-6 weeks
Place in Project	Typically, benchmark or individual final product	Typically, benchmark or individual final product
Revision	Some revision and editing included as part of the writing process	Multiple revision opportunities to build towards college readiness standard

How has scaffolding knowledge & thinking informed how you might scaffold other NTN Learning Outcomes? How are learners engaging in knowledge & thinking in your How are you meeting learners at their comprehension level and helping them have ownership over these skills?

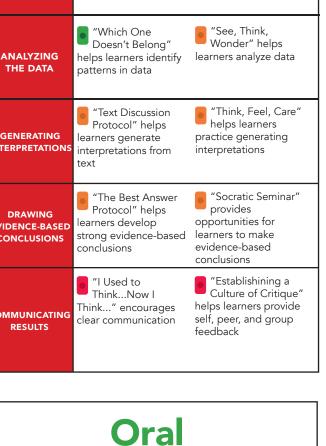
What specific skills will you target with your learners in this project/lesson, etc.?

What's a realistic next step for your learners in terms of score levels? How are you incorporating critique and feedback to help learners

develop these skills? • How will learners reflect and share what they are learning?

Search "NTN Knowledge and Thinking Rubrics" in the NTN Help

Search "Glossary of Scaffolding Activities" in the NTN Help



Communication

NTNLOs

ORAL COMMUNICATION Section 1: Interpersonal Communication An individual's ability to communicate knowledge and thinking through effective informal, pair, and small group conversations

"Peace Path" and

"Restorative

Circles" help learners

Practices Cards to Scaffold Skills

Community "Co-Create

Agreements" helps

LISTENING learners actively listen actively listen "Jigsaw", "Block "Three Levels of Party", and "Think, Text" and "Text Pair, Share" help Discussion Protocol" learners listen and learn help learners actively from each other listen and share "Storytelling" asks "The Best Answer learners to share Protocol" asks learners to provide clear their experiences with rationale for their CLEAR answers PRESENTATION Use discussion starters "Learner-Led **OF IDEAS** Conferences" asks or sentence frames to help learners build learners to individually present their learning to "Community Walk" "Focus Group" engages learners in encourages learners panel interviews to actively ask their community questions

"Knows and Need

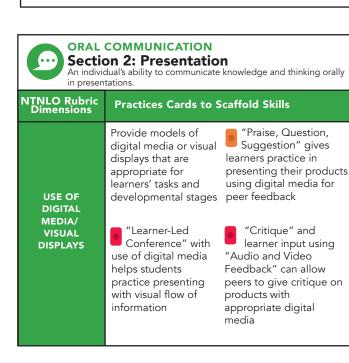
Wonder" sets the to Knows" promotes active learner stage for active nquiry questioning

"See, Think,

ate knowledge and thinking orally NTNLO Rubric Dimensions **Practices Cards to Scaffold Skills** Use discussion starters "Storytelling" helps learners or sentence frames to practice sharing clear help learners build narratives "Restating" helps learners practice "Jigsaw" or "Think, Pair, communicating others Share" helps learners ideas clearly practice communicating clearly "Codesign Learning "The Best Answer Protocol" helps Environments" asks learners share facts and earners to share research to support qualitative evidence their argument **EVIDENCE** "Socratic Seminar" Model what quality uses group dialogue evidence and and critical thinking to demonstration of a build evidence for an topic look like argument "Start, Stop, Use "Concept Continue" helps Mapping" to help learners and teams learners organize create concrete actions their thoughts to support a line of ORGANIZATION reasoning Use graphic organizers "Spiraling the Driving Questions" and sentence stems to nelp learners organize helps learners practice their thoughts organizing answers to the driving questions

ORAL COMMUNICATION

Section 2: Presentation





ORAL COMMUNICATION • How are learners engaging in oral communication in your

- How are you meeting learners at their comprehension level and helping them have ownership over this skill? • What specific skills will you target with your learners in this
- project/lesson, etc.? • What's a realistic next step for your learners in terms of score
- How are you incorporating critique and feedback to help learners develop this skill? • How will learners reflect and share what they are learning?
- literate, youth) of your learners as they develop their oral communication skills? How are you reflecting on your own biases and perceptions of

How are you affirming and extending cultural assets (e.g. linguistic,

what it looks like to engage in oral communication? How does your perception influence how you perceive learners' actions as they develop these skills?

GO DEEPER

Search "Glossary of Scaffolding Activities" in the NTN Help Center

• Search "NTN Oral Communication Rubrics" in the NTN Help

- Written **Communication** What? Why? The ability to effectively **Building written** communicate knowledge communication skills and thinking through empowers students to writing by organizing and
- effectively communicate structuring ideas and using their ideas, share their discipline-appropriate voice, and advocate for language and conventions. their learning.

WRITTEN COMMUNICATION NTNLO Rubric Dimensions **Practices Cards to Scaffold Skills** "Chalk Talk" helps "Establish a Culture of Critique" and "Targeted learners to Peer Assessment" engage collaboratively develop ideas using learners in peer critique and written dialogue revision to develop their Provide authentic "Visual Benchmarks" helps learners manage writing opportunities (e.g. relevant the progress of their

word walls, graphic

"Written Performance Task'

opportunities to apply

appropriate language, style and tone (Be

their knowledge of

clear what audience

the task is intended

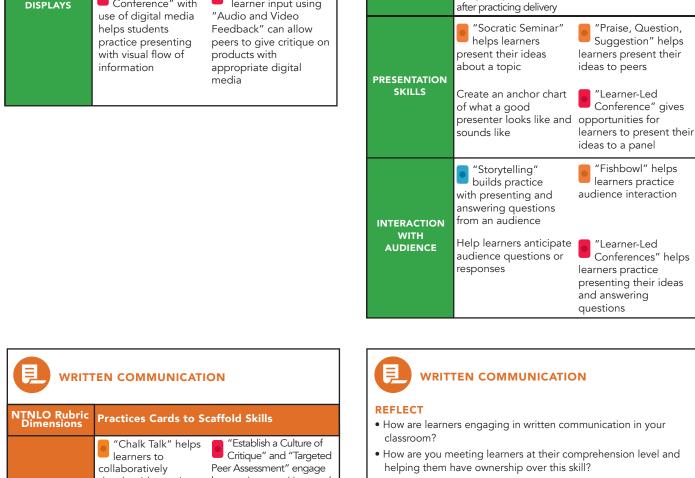
organizers and

gives learners

LANGUAGE

CONVENTIONS

sentence frames



written performance task community issues) "Concept Mapping" "Concept Attainment" helps helps learners learners identify organize ideas and connections to form evidence in pre-writing their own definitions ORGANIZATION

learners an opportunity

to receive individual

Help learners use

their ideas (e.g. a

spell check)

appropriate tools to

skillfully communicate

vocabulary notebook,

'Audio and Video

Feedback" utilizes

recorded evaluation to

improve learner understanding of feedback

feedback on their writing

- What specific skills will you target with your learners in this project/lesson, etc.? • What's a realistic next step for your learners in terms of score How are you incorporating critique and feedback to help learners develop this skill?
- How will learners reflect and share what they are learning? • How are you reflecting on your own biases and perceptions of what it looks like to engage in written communication? How does your perception influence how you perceive learners' actions as they develop these skills? How are you affirming and extending cultural assets (e.g. linguistic, Support learners with "Conferencing" gives
 - literate, youth) of your learners as they develop their written communication skills? GO DEEPER
 - Search "NTN Written Communication Rubrics" in the NTN Help
 - Search "Glossary of Scaffolding Activities" in the NTN Help Center