

## Unlocking Expression: Observation and Self-Assessment

Teachers can use the following tool to self-assess the strengths and challenges of expression through observation. The following table contains criteria for successful elaboration, descriptions of how these criteria look when lived out day-to-day, and suggestions for how educators can nurture these criteria within their instructional and assessment plans. The final column offers suggestions for how to respond when criteria are absent or need additional support.

Critical Action	Expression Targets	What the Teacher Sees	Teacher Facilitation Techniques	Teacher Response
<b>Establishing Method and Confirming the Reason for Sharing</b>	I can identify why I am sharing my creative work (purpose) and with whom.	<ul style="list-style-type: none"> <li>◆ Students who can share the reasons for why they are engaging in creative processes</li> <li>◆ Students who can identify who would benefit from their work and why</li> </ul>	<ul style="list-style-type: none"> <li>◆ Structure discussions or templates that facilitate decision making around audience and purpose.</li> <li>◆ Connect students to meaningful audiences.</li> <li>◆ Work with students to contemplate the implications of audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Return to exploration to connect students to a strong purpose.</li> <li>◆ Offer many alternatives for audience and ensure students are making strong choices.</li> </ul>
<b>Confirming Product, Performance, or Service</b>	I can choose a meaningful way to share my creative ideas.	<ul style="list-style-type: none"> <li>◆ Students who can identify ways to share</li> <li>◆ Students who can choose a way to share that is meaningful and appropriate</li> <li>◆ Students who engage in positive self-talk about sharing</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide students with alternatives for products, performances, and services as well as methods for engaging audiences.</li> <li>◆ Allow students choice in how and with whom they will share.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Limit choices or expand choices depending on why a student feels challenged.</li> <li>◆ Be clear about the reason for expression.</li> <li>◆ Reduce the risk if necessary (for example, by adjusting audience size, timing, and so on).</li> </ul>
<b>Confirming Product, Performance, or Service</b>	I can appropriately prepare for sharing.	<ul style="list-style-type: none"> <li>◆ Students who can practice and revise in preparation for sharing</li> <li>◆ Students who invest in products that address their goals</li> </ul>	<ul style="list-style-type: none"> <li>◆ Offer time to prepare.</li> <li>◆ Allow collaborative preparation, where students can offer each other feedback before sharing with a broader audience.</li> <li>◆ Offer additional skill and knowledge support when students need it.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Build checklists to guide preparation.</li> <li>◆ Confer and coach as necessary.</li> <li>◆ Draw attention to criteria and goals.</li> <li>◆ If students aren't invested, reflect on the root cause and address it.</li> </ul>

R E P R O D U C I B L E

Critical Action	Expression Targets	What the Teacher Sees	Teacher Facilitation Techniques	Teacher Response
<b>Clarifying Audience and Ensuring Emotional Safety</b>	I can address my audience's needs.	<ul style="list-style-type: none"> <li>◆ Students who are visibly aware of their audience</li> <li>◆ Students who can adjust in the moment as they need to</li> <li>◆ Students who examine their audience for a response (feedback)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Document audience responses when appropriate (for example, through video, photo, audience feedback).</li> <li>◆ Invite students to respond, both during and after sharing.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Facilitate an analysis of audience response.</li> <li>◆ Confer with students when they need it.</li> <li>◆ Cease the sharing and address safety when a student struggles with audience response.</li> </ul>
	I can be a respectful audience member.	<ul style="list-style-type: none"> <li>◆ Students who listen well and demonstrate interest and respect</li> <li>◆ Students who ask questions</li> <li>◆ Students who offer positive and constructive feedback at appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>◆ Share criteria for being a respectful audience member.</li> <li>◆ Be clear about the purpose for being an audience member.</li> <li>◆ Ensure the students who are sharing their work plan appropriately (remove the temptation to be disrespectful). Build in formal reflection and targeted revision if needed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Address disrespectful behavior immediately and without interrupting the student who is sharing, if possible.</li> <li>◆ Reteach respectful behavior and allow the student to try again.</li> </ul>
	I can safely and respectfully collaborate and share with others.	<ul style="list-style-type: none"> <li>◆ Students who can receive feedback</li> <li>◆ Students who can reflect on their own work</li> <li>◆ Students who can apply feedback and the ideas of others to their own work (when appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plan collaborative processes to facilitate shared refinement.</li> <li>◆ Explicitly teach criteria for effective collaboration.</li> <li>◆ Ensure this work is grounded in the goals and criteria.</li> <li>◆ Allow time for students to do this work.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Be selective about groups when needed.</li> <li>◆ Ensure feedback is clear and concise so students can take the necessary action.</li> <li>◆ Use video capture or photography to capture creative work without the face-to-face engagement for students who have deep anxiety.</li> </ul>