

Beyond Rubrics Working Idea Guide

Field Guide

Curate the evidence to show achievements & progress.

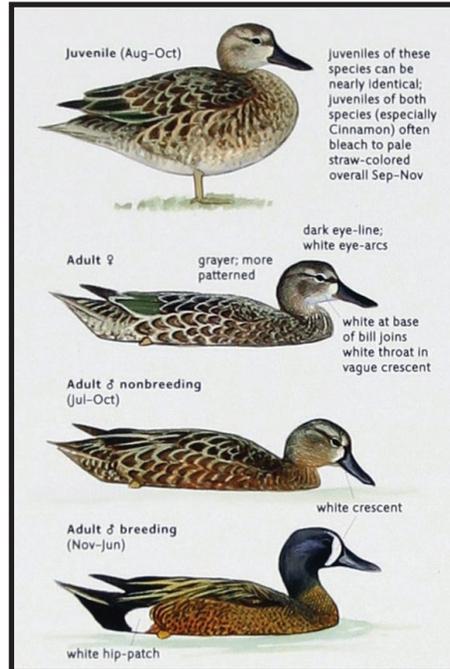


We are still testing and exploring how to make meaning from the data collection tools, and want to invite educators and practitioners into the conversation. In this guide, you'll find our current thinking and we invite you to try and remix what is here. Let us know what is useful, what doesn't make sense, and your ideas to make it better.

Overview

Field Guides are tools used to identify plants and animals in the wild. If you are looking for a Blue-winged Teal in the woods, you could use a Field Guide to show you what the bird looks like at different ages and stages in development and what it looks like soaring overhead. We've used Field Guides as a metaphor for showing different students' progress with Maker Elements over time.

Our Field Guide is a tool that allows students to store all the evidence they've collected, and identify pieces of evidence that are exemplars of Maker Elements in action. Students revisit evidence collected over multiple class periods in order to reflect on interactions, behaviors, and choices that were important during their maker projects. They then classify the evidence based on solo reflections, group conversations, or one-on-one meetings with a peer or teacher. When students share curated evidence, there is an opportunity to exchange perspectives about a Maker Element with others—perspectives that will no doubt evolve over time. As the term



Blue-winged Teal detail from *The Sibley Guide to Birds, 2nd Edition* by David Allen Sibley.

progresses and new Maker Elements are introduced, teachers and students gain a better understanding of the Elements and see the concrete ways Elements are demonstrated in their maker processes.

We want to hear from you!

We are interested in continuing the conversation about making sense of the evidence from maker processes. If you use, adapt, or remix any of the Field Guide ideas here, we would love to hear from you! Be in touch through our website or through Twitter:

Project Website: makered.org/beyondrubrics

On Twitter: [@MakerEdOrg](https://twitter.com/MakerEdOrg) & [@playfulMIT](https://twitter.com/playfulMIT)



Project Field Guide from Community Public Charter School, Albemarle County Public Schools.



This tool was created in collaboration with Albemarle County School District, Portola Valley School District, and San Mateo County Office of Education. This material is based upon work supported by the National Science Foundation under Grant #1723459. It is released under [Creative Commons BY-SA-NC 4.0](https://creativecommons.org/licenses/by-sa/4.0/) license.

To Prepare Guides

Physical binders for each student allow for easy storage of evidence over time. A single binder may collect evidence over the course of a project, a semester, or may even cut across classes.

- Preparation Time: 10-30 minutes
- Materials: 3-ring binders, 3-hole-punched manila envelopes, printed labels for organization.

Preparation of a Field Guide for each student takes time. You may decide to do all of the preparations before class or involve your students in the construction. Each student needs a 3-ring binder with prepared Manila envelopes inside.

1. Prepare Maker Element envelopes:

- Attach a Maker Element label.
- Divide into 3 sections with horizontal lines. Place a different bird sticker in each section—Hatching, Emerging, and Soaring—to allow students to attach curated evidence to the outside of the envelopes (Optional, see Image 1).
- Add Extra Detail Modules to the back of each envelope where students can reflect on patterns or share insights (Optional, see Image 2).

2. Assemble Field Guides (Image 3). Each Field Guide needs:

- One Maker Element envelope for each Element you chose.
 - An additional envelope labeled “Unclassified” to store evidence that does not neatly fit into a single category.
 - A USB drive to incorporate digital evidence (such as video or audio files from a digital camera or Stuck Station, optional).
- ## 3. Find a place to store the Field Guide binders in your classroom, so they are easy to access but out of the way.



Image 1



Image 2

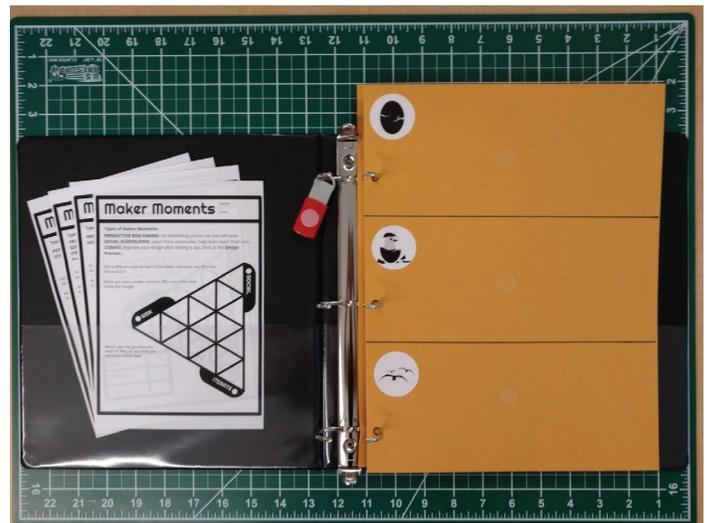


Image 3

Storing Evidence

Introduce how to use the tool at the beginning of class when using for the first time. Here are some tips to get you started:

- Start with just one Maker Element envelope and an Unclassified envelope. Add more envelopes as students become more familiar with the process of collecting evidence.
- Guide students to put a piece of evidence in the Maker Element envelope it best represents. If it fits more than one or is not a good example of any Element, deposit it into the Unclassified envelope.
- For 3D evidence (such as Stereocraft or project prototypes) take a picture using an instant camera or make a photocopy to include in the Field Guide.

Students should regularly put evidence from the Data Collection tools into the envelopes. You may choose to have students do this at the end of every class period, weekly, or when they need to take a break from their making.

Sorting Evidence

After students have collected enough evidence (aim for at least 4-6 pieces of evidence per Element), it is time to introduce evidence curation.

Make copies of the Evidence Sorting mat to guide students. There are currently two versions of the sorting mat. The Goal Setting mat asks students to find an early piece of evidence, the best exemplar of their current thinking, and set a goal for future growth around the Element. The Evidence Sorting mat has more summative prompts, and asks students to identify an early piece of evidence, one that shows when their progress began, and their best exemplar. Both ask students to reflect more on their understanding of the Element across time.

Here are some tips to get you started:

- Consider bringing in an actual field guide such as Peterson's or Sibley. Use this to show how the same species is represented in different ways and at different ages, similar to how their evidence will show what an Element looks like at different times and in different contexts.
- Tell students this is their chance to show

the teacher Maker Elements from their own evidence and perspective.

Have students sort through and arrange their evidence alone, in pairs, or small groups. Have students discuss what their classifications mean.

Plan a time for individual conferences with students to review their Field Guide and individual pieces of evidence. Use this as an opportunity to discuss the student's progress and to set goals for future growth.

Extend, Adapt, Remix!

This guide is just the start! We encourage you to adapt the tool to your context: use your own assessment constructs, adapt for your classroom routines and procedures, or co-design new versions with your students!

Here are a couple of ideas we've seen to get you thinking:

- Collect evidence from multiple subjects or classes into the same Field Guide to show how a student is demonstrating the Maker Elements across contexts.
- Have groups of students working together on a project share a Field Guide to reflect on and keep track of their process over time.
- Have students select a single Element they were "most improved" in at the end of a term and have them prepare a presentation, skit, or other representation of what that Element means to them.

