

Final ALT 3 Submission

60 minutes

Strand 2.1: Appreciating my Community

Applying

Feeds ALT 3

Outcome LCW.M2.S1.ALT3.1

WHAT THIS LESSON DOES

Apply self-assessment to your revised ALT 3 reflection by judging it against the four classroom criteria for this task, justifying any judgements below the top level with specifics, making the most important change and banking the final version.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.ALT3.1	reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Judge your own final draft against the four ALT 3 criteria we use for this task
- Justify any judgement below the top level with specifics
- Make the one most important change and bank ALT 3

KEY TERMS

Term	What it means here	For example
Self-assessment	Judging your own work against the four ALT 3 criteria we use for this task, with specific reasons for every judgement that is not yet at the top level.	Reading your ALT 3 reflection and deciding clarity is Nearly because paragraph two names three people without saying who did what
ALT 3 final	The banked version of your Reflection on the Collaborative Problem-Solving Task: the draft after peer review, your self-assessment, and the one change you made before closing the file.	ALT 3 Collaborative Reflection Final in Strand 2.1, with four criterion judgements, one priority note, and the edited reflection body
Criterion	One named standard a piece of work is judged against. For this task we use four classroom criteria: clarity, evidence, depth of reflection, and transferable-skill range.	Evidence: every skill claim must point at a real moment from the collaborative task

BEFORE THE BELL

- Confirm all students have their revised ALT 3 draft open in the Strand 2.1 folder.
- Prepare spare printed ALT 3 criteria lists for device failures.
- Have the step 1 model excerpt ready to project (sample paragraph + Evidence → Nearly comment).
- Students need ALT 3 Collaborative Reflection v2 open. Have a spare printed criteria list for anyone whose device fails.
- On screen this lesson: peer review.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Self-Assess, Change, Bank
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming the shift: peer review is over; today is self-assessment and banking. Confirm every student has their revised ALT 3 draft open in Strand 2.1 before the main step. Anyone missing the draft works from the last saved version and notes the gap.

60-second model (project or read aloud). Sample reflection excerpt (anonymised): *"When we hit the blocker on day two, I stayed calm and kept the group moving. Communication was strong throughout. I also showed leadership by deciding the next step."*

Model judgement to copy: **Evidence** → **Nearly**, *"The second sentence claims communication and the third claims leadership, but only one vague 'blocker on day two' is named. No distinct moment for each skill, and nothing on what either skill looked like in practice."*

Vague comment to reject: *"Evidence could be stronger."* Stress the specific version names the sentence and the fix.

These four criteria (clarity, evidence, depth of reflection, transferable-skill range) are the classroom descriptors we use for ALT 3 self-assessment on this task, not SEC grade labels. The three levels Not yet / Nearly / There are classroom self-assessment language only.

5 min Key Terms

Keep this brisk. Stress that a criterion judged below *There* needs a line naming what is missing and where, not a vague hope to improve. Remind students the four criteria and the Not yet / Nearly / There levels are classroom self-assessment language for this task, not SEC grade descriptors.

35 min Self-Assess, Change, Bank On screen: peer review

SUGGESTED TIMING

- **0-15 min:** peer review on own draft; circulate for empty comments and blanket "Nearly" ratings with no line reference; check the ONE priority line is filled before anyone starts Part 2
- **15-30 min:** one priority change only; stop students polishing everything
- **30-35 min:** 60-second demo of how to move rubric text into the Final file (copy each row comment, or screenshot + type the four labels and comments), then save Final, paste self-assessment, quick evidence-findable check

LOOK-FORS

- Comments point at a paragraph or claim, not the whole piece
- The priority line names criterion + where + what they will do
- The change on the page matches the priority they named
- File is renamed Final and sits in Strand 2.1

TEACHING TIPS

Self-marking is uncomfortable. Normalise honest *Not yet* and *Nearly*. A draft that stays perfect on every row usually has not been read hard enough. This is the ALT 3 banking lesson: by the end every student should have a Final file.

Model comments (use if step 1 model needs a recap):

- Reject (vague): *"Evidence could be stronger."*
- Copy (specific): *Evidence* → *Nearly*, *"The second sentence claims communication and the third claims leadership, but only one vague 'blocker on day two' is named. Add a distinct moment for each skill."*

Criteria and levels: the four criteria are classroom descriptors we use for this ALT 3 task. Not yet / Nearly / There are classroom self-assessment language, not SEC grade descriptors. Students should not carry these three labels into the Portfolio as if they were official SEC grades.

10 min Think About It

Short pair share, then two voices to the room. Keep the focus on honest self-judgement, not on who banked fastest. Optional portfolio note is outside the page, in their ALT 3 Final document.

5 min What you covered

Confirm banking on a quick show of hands or folder check. Note anyone still on v2 so you can follow up before the next lesson. No new content here.

ANSWERS AND LOOK-FORS

- Clarity - Could a reader who was not in your group follow what the task was, what you did, and how the work moved?
- Depth of reflection - Does it go past what happened into what it meant for you, and what you would do differently?
- Transferable-skill range - Are several skills named with distinct moments, or is the same story doing all the work?

TEACHING MOVES

- Model self-assessment at the outset with the anonymised excerpt in step 1 teacher notes: sample paragraph, one specific Evidence → Nearly comment to copy, and one vague comment to reject.
- Circulate during the main activity to support specific justifications; check the ONE priority line before anyone starts Part 2.
- Before Part 3, demo for 60 seconds how to move rubric output into the Final file (copy each row, or screenshot + type labels and comments).
- Promote pair discussion during the Think About It section.
- Verify final banking with a quick show of hands or folder check.

WHAT TO WATCH FOR

- Providing vague rather than specific comments; prompt students to reference exact sections.
- Choosing multiple changes instead of one priority; reinforce focus on the most important.
- Neglecting to bank the final file; conduct a folder check at the end.

DIFFERENTIATION

- Support: Supply a printed list of the four criteria as a reference.
- Support: Permit brief partner discussion for students struggling with self-judgement.
- Extension: Invite reflection on applying this skill to future independent portfolio tasks.

WHAT STUDENTS ARE LEFT WITH

- ALT 3 Collaborative Reflection Final with self-assessment and change made; ALT 3 banked