

# WORK EXAMPLES FROM LEVEL 2

This document shows examples of work (artifacts), which might be found in a Level 2 portfolio. The student creates artifacts to develop and reflect on different kinds of work, including material directly linked to IS-21.

## NEW ARTIFACT

### A Little Princess

A Little Princess  
Students can use the portfolio to practice different skills they are learning in class. In the example on the right, the student's project is to read, summarize, and present a book.

The student writes out the task description in their own words. Doing this helps clarify if the student understands the main goals of this project.

The criteria section is a reminder of what they will be evaluated on. If they have an electronic version of the rubric, they can attach it here. Before submitting their final product, students should review this section to ensure they have met all criteria.

The screenshot displays the ePEARL interface for creating a new artifact. At the top, there is a diagram with three green ovals labeled 'planning', 'doing', and 'reflecting', connected by blue arrows in a clockwise cycle. To the right of this diagram is a form with fields for 'title', 'description', 'goals', 'strategies', and 'motivation'. Further right is a 'Task Description' section with a list of bullet points: 'To begin planning you need to check that you understand what to do.', 'What can you do if you don't understand?' (with sub-points: 'Reread', 'Ask a friend', 'Ask the teacher'). Below the diagram and form is a toolbar with icons for back, cancel, save, and forward. The main content area shows the artifact titled 'A Little Princess (v2)'. It includes a 'Task Description' section with the prompt 'In your own words, write what the assignment is about.' and a text box containing the student's response: 'This is a presentation on a book that we have read and enjoyed. I had to sell the book to my classmates.' Below this is a 'Criteria' section with the prompt 'Write what your class has decided a good work should include.' and an empty text box. At the bottom is a 'Rubric' section with a 'Browse...' button and the text 'No file selected.' A second toolbar with the same icons as the first is located at the bottom of the artifact editor.

### A Little Princess

In this area, students are encouraged to review their general goals for the task.

Setting goals helps students move in a direction, stay on track, increase their motivation, and provides a sense of responsibility.

General Goals are long-term objectives that the student wants to work towards. These will appear in any artifact they create. They can check off any that apply to their current task.

Students can then express how this particular artifact will help them attain one or more of their goals.

In the example on the right, the student feels like this artifact will provide a change to practice and improve their written and oral skills.

**A Little Princess (v2)**

**General Goals:** Check the boxes of the general goals that relate to your task goals.

[add/edit goals](#)

- This term, I have a lot of group projects so my goal is to gain confidence in speaking up in group discussions. I don't feel comfortable voicing my opinion. This is going to be a problem in high school.
- This year my goal is to win the CanWest Spelling Challenge and the Story Telling contest. I made the top ten last year and I think I can do it if I take lots of time to prepare. The reason why I want to do this is because I will be applying for high school and I think this may help me get into the ones that I want to go to. So I am going to have to work really hard to improve my spelling, my composition and my presentation skills.
- This year, I would like to become a more environmentally conscious person, by learning how to better take care of our planet.
- This term I would really like to concentrate on improving my time management skills. I think that I leave things to the last minute too often and then I end up arguing with my mother because I worry that I won't get my work done on time. If I improve these skills then I will be able to tackle some of the extra work that is offered in the Brain Quest program. This will help me when I am looking for high schools next year.

**Task Goals:** Here, write your goal(s) or mission for this task.

**Task Goals**

**Text**

Because this is one of my favourite books, I really want to try to do a good job at presenting the story to the class. I also want to write a report that doesn't have any spelling errors in it. I need to practice my spelling more.



**A Little Princess**  
ePEARL is designed to support numerous ways of working.

The text box allows students to type their work.

The recorder allows students to connect their own speech or music to an artifact. In the example on the right, it was important for the student to improve their presentation skills. The recorder could be used to practice the presentation.

The attachment feature allows students to share work created outside of ePEARL. This could include reports, slideshows, or artwork that the student has created.

The URL link lets the student reference webpages. They could connect sites that helped them create their work, or hyperlink a webpage they created.

**planning** → **doing** → **reflecting**

**Doing** ✕

- Now that you have a plan, you are ready to start your work.
- Check your plan often to make sure you are on the right track!

**A Little Princess (v2)**

**Task Goals**

**Task Goals**

**Text**

Because this is one of my favourite books, I really want to try to do a good job at presenting the story to the class. I also want to write a report that doesn't have any spelling errors in it. I need to practice my spelling more.

**Content**


✎ 1 🎤 1 📎 4 🌐 1


**Recorder**


🎤


Untitled

**Files**

 **PrincessBk.jpg**  
view | download | delete

 **BkReport2.jpg**  
view | download | delete

 **BkReport3.jpg**  
view | download | delete

 **meg - Little Pr...**  
view | download | delete



## A Little Princess

Feedback from teachers, peers, and parents helps students to think more deeply about their own learning. As well, when students provide feedback to their peers, they build critical thinking skills.

Reflecting is an important part of self-regulated learning.

The ePEARL reflection section helps students think about their original goals for the work and to consider if they met those goals.

The screenshot shows the ePEARL reflection interface for a student named G. Springfield. At the top, there is a navigation menu with 'planning', 'doing', and 'reflecting' buttons, along with 'sharing', 'reflections', and 'curriculum' links. A 'Reflections' box contains a list of tips: 'Looking back will help you see ways to improve next time.', 'Think about your plan and how you followed it.', 'Think about your goals and how you met them.', and 'Next time, you will do even better!'. Below this is a toolbar with navigation icons. The main content area is titled 'A Little Princess (v2)' and includes a 'Task Goals' section with a text box containing the student's goals: 'Because this is one of my favourite books, I really want to try to do a good job at presenting the story to the class. I also want to write a report that doesn't have any spelling errors in it. I need to practice my spelling more.' The 'Feedback' section is divided into three columns: 'Teacher Feedback' (from G. Springfield, dated 08/15/07), 'Peer Feedback' (dated 11/25/09), and 'Parent Feedback' (dated 09/07/15). Below the feedback is a 'Motivation' section with three icons: a starburst, a stack of books, and a sun. The 'Reflections' section prompts the student to think about their goals and whether they were met. Below this is a rich text editor with a toolbar and a text box containing the student's reflection: 'I am happy with my practice presentation but am nervous and speak too fast. I will have to practice more.' At the bottom, there is a 'Learning Log' section with a 'Browse...' button and the text 'No file selected.' The interface is framed by a purple border with navigation icons at the bottom.



The following pages show an additional level 2 artifact example. It is followed by an example from IS-21.

*What the World Needed*

## Task Description

### Task Description

This is an assignment that has us develop a product, write a story about someone using the product, and design an advertisement and jingle for the product.

## Goals

### Task Goals

#### Text

I would like to focus my story (and my product) on children. I want to think of a product that would be something I could use. This way the story will be easier to write. I also want to make sure that my readers notice that my product really does/did work, then the story will seem more real. I also want to learn how to design a good ad because this is something I have never done before.

### Strategies

#### Text

I thought about some of my weaknesses and what sort of product would be useful for me (and other children). I am also going to pay attention to ads in magazines so that I can get an idea of which ads I like and which ones I don't.

### Teacher: G. Springfield Updated 07/05/07

Interesting goals and strategies. Yes - it is a good idea to look at various ads because this will provide a better understanding about the marketing of products. You might want to look at some TV ads as well.

## Content

### Text

Mr. Casey handed out the corrected tests. An "F" again! I read the comments, "Too messy." I was a 14 year old boy that could not write neatly. I received Fs all the time, or if I was lucky a "D", but not usually. This was because of my writing.

I had to send a note to my girlfriend Tess, as we had to talk. As I wrote this note, Mr. Casey walked up my row, so I had to speed up my writing. I couldn't do hearts well, but I tried my hardest. I threw the note to Tess, and she looked at it with a blank stare. I put my hand up motioning 5:00pm as that was the time I wanted to meet her on fifth avenue.

Later that day as I was standing waiting, I asked out loud, "Where is she? I told her to meet me at 5:00pm." She never showed.

I saw Tess at school the next day. "Tess, where were you last night? I waited for 30 minutes but you didn't show", I exclaimed. "I couldn't understand your writing and why did you draw that picture of a



mouse on my note?", she replied. "It was a heart!", I screamed. "It's over!", she said in a sad, but determined voice. "Call me when you can write neatly." Along with the pain and anger I felt from Tess' reaction, I felt the humiliation of the whole hallway staring at me. From the classroom I heard Mr. Casey call my name from the classroom. "The school board mailed me this pencil that can make students who write messy, write neatly. The first person I thought of was you," he said in a pleased voice. I nodded a thanks and took the small package. On the outside it said "Write Right".

I arrived home and went to my bedroom to try my new pencil. It worked! I could write in printing and in cursive. I could get good grades and maybe even win Tess back again! The pencil was beautiful; it wrote in red, blue, black, and green. My life would change forever. I started to draw mystical creatures, cartoons, nature...you name it and I could draw it! I took a blank piece of paper with an idea in my head. I made a few drawings and in the middle of the paper, wrote "I love you". I folded it in the shape of a heart and packed it in my school bag. The moon shone in my window, but I didn't close the curtains. Instead I sat on my bed and looked out the window.

When I arrived at school the next day there was a buzz of people in the hallway. I searched for Tess yet she was no where to be seen. I went to the girl's bathroom and there in the corner of a stall, sat Tess. She did not look up or speak. I handed her the heart envelope. She took it and read it not saying a word. She started smiling and she popped up and kissed me. That day we walked home together. Years later we were married.

### Recording



Untitled

### Files



WriteRight.jpg  
[view](#) | [download](#)



meg - What the ...  
[view](#) | [download](#)



## Reflections

### Text

My product is going to be a pencil that makes people right neatly. It will be called 'Write Right'. I chose this product because I do not do printing well so I thought I could use something like this! Once I had chosen my product, I started doing the magazine ad. I took a picture of my draft and my final ad. They are attached here. I realized that my first draft was way too busy. I am glad that I learned that busyness distracts people. I think my writing was pretty good but I had to change some of the story because my storyboard was more for an ad, not a story. Also I read over my draft with my mum and we corrected any spelling and grammar mistakes. We also changed anything that didn't make sense.



**Teacher: G. Springfield** Updated 07/05/07

I am glad to hear you consulted, and used revision strategies. I would have liked to have seen your first draft attached to this work. If it was hand written you could have taken a picture of it like you did with your ad. Let's try to work on this next time.

## Feedback



**Teacher Feedback** ?

**G. Springfield:**

Updated 07/05/07

A fun story! But watch your tenses with your writing, Megan. Creative product and jingle.



**Peer Feedback** ?

**Peer:**

Updated 08/10/07

Geez, I think I could use this product : ) Your story was pretty original too. When you presented your product to the class, I think you could have done a better job selling it to us. Maybe next time you can speak more slowly and like a sales person. I tried dressing up like one and the class seemed to like that.



**Parent Feedback** ?

**Parent:**

Updated 08/21/09

Meg - You have done a terrific job of using quotations marks in your text. Because of all the dialogue, that was hard to do. Congrats, with this improvement. I love your story too - what an original idea.



## IS-21 TASKS

### Feudal System

The IS-21 tool supports students as they develop their information literacy skills.

IS-21 was designed to incorporate ePEARL's self-regulated learning objectives. Whenever an IS-21 project (called a 'task') is created, a corresponding ePEARL artifact is created too. This allows students to view their IS-21 work from ePEARL, and modify their goals and reflections.

**Feudal System (v1)**

Folder Social Sciences  
Date 09/06/16

[goals](#)  
[content](#)  
[reflections](#)

**Task Description**

**Task Description**  
I need to learn a lot of things about the medieval period, such as: when this happened, what type of people lived during this period and what the feudal system was all about. I have to use text, pictures, and diagrams to show what I have learned so I am going to have to print some things out from the Internet and maybe find some pictures from books. I really need to understand how the feudal system worked and learn about the medieval economic system because I need to think about how these two things are related to each other.

[top](#)

**Goals**

**Task Goals**  
Text

One of my general goals was to become more organized. I think this is a good task to work on this.

**Strategies**  
Text

I'm going to have to start my project early and try to work on it during the week, not just on weekends. I don't know much about this subject so I am going to have to do lots of research in different sources. I also don't know how to use the library for research so I will ask the school librarian to help.

[top](#)

**Content (ISIS-21 Final Product)**

ISIS-21 Report

[top](#)

**Reflections**

ISIS-21 Reflections

[top](#)





### Feudal System

There are two areas where students can enter a reflection for an IS-21 task within ePEARL.

Entering a general reflection in ePEARL works the same way as if they were reflecting on a regular ePEARL artifact. They are prompted to consider how this artifact helped them achieve their goals and what they can do moving forward.

They can also click on the Egyptian eye icon to access and edit any reflections they made within IS-21 throughout the process. An example of an IS021 reflection is shown on the next page.




## Reflections ?

My Task Goals 

## Text

One of my general goals was to become more organized. I think this is a good task to work on this.

 **Phase 1: Plan** **Phase 2: Search****Have you thought carefully about...**

- Whether any new keywords have been discovered during your searches?
- Whether any of your sources answer more than one Little Question?
- Whether you were able to find answers for all of your Little Questions?
- What additional sources you should consult?



## Text



I think the planning stage helped because when I started searching, I knew where to go. The librarian was impressed with how organized I was. I was able to find some good books right away. Some of them answered more than one little question.

 **Phase 3: Use**