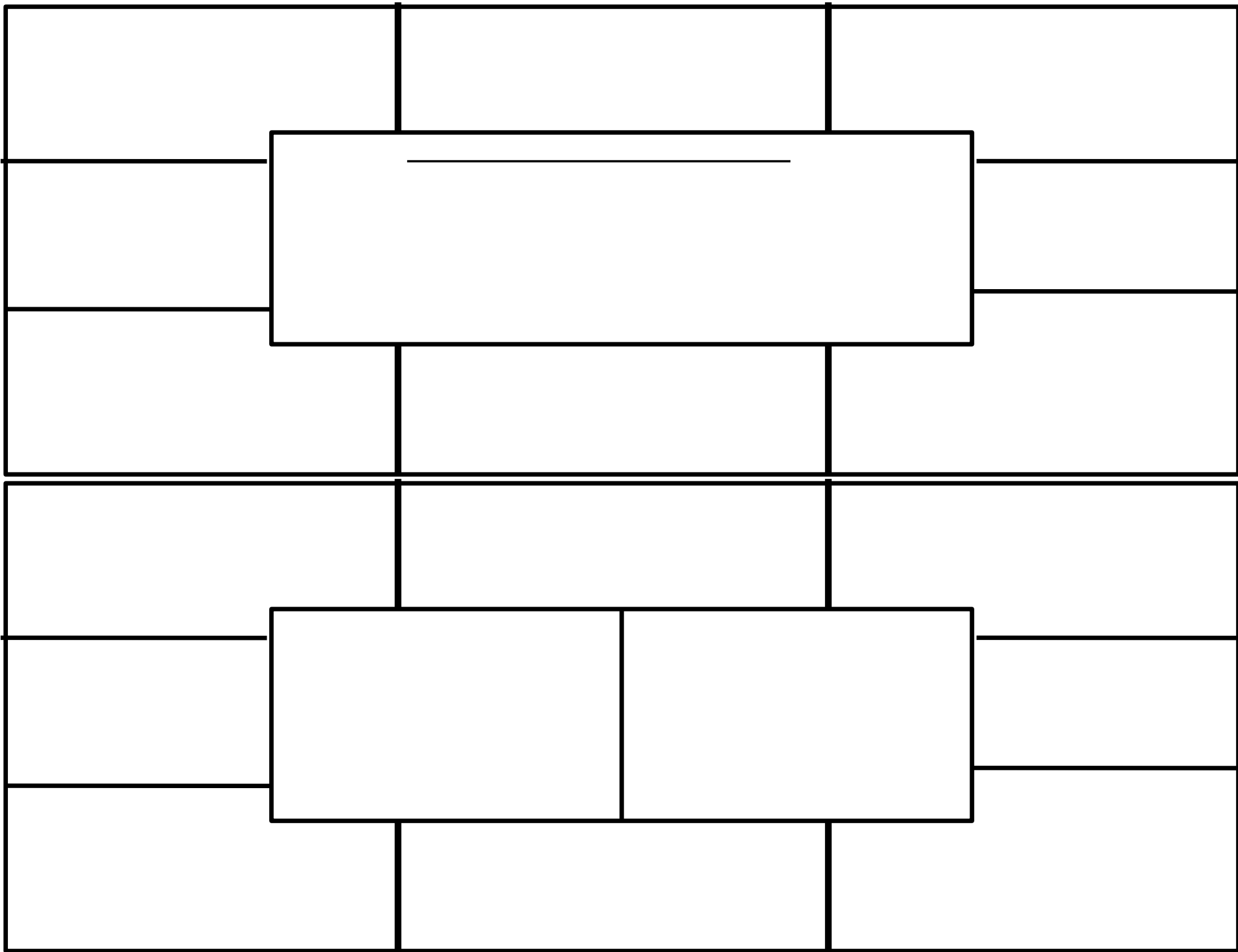




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Collaborative Learning Artifact

The Collaborative Nameplate Artifact is a year-long (or semester-long) routine designed to:

- Build classroom community through structured peer interactions
- Encourage ongoing student reflection
- Create a visible record of both individual growth and collaborative experiences

The purpose of the nameplate artifact is to create a living record of student growth, interactions, and connections throughout the school year.

The nameplate has two components.

1. Exterior (Front) — Student Identity & Growth

Students gradually build a visual representation of themselves over time using prompts.

- Completed at the beginning of a new team cycle
- Each addition reflects current learning, identity, or experience
- Entries are prompt-driven and teacher-selected

2. Interior (Back) — Class Connections

Students document their interactions with peers.

- Completed at the end (or near end) of a team cycle
- Each entry corresponds to a specific prompt about teammates
- Students record a response for each member of their team

Together, the artifact provides a structured way for students to reflect on themselves and document meaningful classroom interactions over time.

Sketch / Outline

Front		
Favorite Subject	Favorite Holiday	Favorite Food
What would you do if you won the lottery?	Name	"A career I'm curious about"
Hobby / Activity / Interest		"Something That Represents Me"
	Favorite Color (written in that color)	

Back

What animal best represents you?	North → something guiding you ("goal," "motivation," "future career," etc.)	A dream / goal you have
West → something you've already experienced ("proud accomplishment," "challenge overcome," etc.)	What is something you wish other noticed about you?	What is an academic goal you have this year?
East → something you're exploring or beginning ("skill you want," "something you're learning," etc.)		
If you had one day left, who would you spend it with? Draw something that represents that person.	South → where you come from ("family tradition," "favorite memory," "community," etc.)	Something that brings you joy.

How to Use This Activity

Materials & Setup

Print on **cardstock** for durability (recommended for semester/year use)

Students should keep their nameplate accessible (folder, binder, or designated classroom space)

Implementation Routine

This artifact works best when embedded into your regular grouping structure.

At the Start of a New Team

1. Students share their current nameplate with their new group
2. Teacher gives a prompt for the **Front (team facing)**
3. Students complete one section of the front
4. Students share their new section in their teams

Purpose: Establish identity, reflection, and continuity

At the End of a Team Cycle

1. Teacher gives a prompt for the **Back (student facing)**
2. Students respond to the prompt
3. Students have the option to share with their teammates (but we hope they do)
4. Teacher gives a prompt for the inside example: "what is something you learned from them" for each teammate
5. Optional: call on volunteers to share one response aloud

Using Prompts Effectively

This artifact is entirely teacher-driven through prompts. Varying prompts over time keeps the activity meaningful and prevents repetition.

Exterior (Front/Back) Prompt Examples

Use prompts that help students represent their learning or identity:

- “What is your favorite color? Write it in that color in the south box.”
- “What is something that represents you? Write or draw it in the bottom right corner.”
- “What is a hobby or activity you enjoy? Write or draw it in the bottom left corner.”
- etc.

Interior / Inside Prompt Examples

Use prompts that guide how students reflect on teammates:

- “Write one thing you associate with each teammate.”
- “Describe one way each person helped you.”
- “Write one memory from working with each teammate.”
- “What is something you learned from each person?”
- “What is one strength each teammate showed?”

Note: These can be reused throughout the school year.

Expectations & Pacing

- Complete 1 front entry on first day of new team cycle
- Complete 1 back entry during the team cycle
- Complete the interior record / reflection for each teammate per cycle

Over time, this creates a full record of:

- Student growth (exterior)
- Peer interactions (interior)

Teacher Tips

- Keep prompts short and focused
- Vary prompt types to maintain engagement
- Use this as a routine, not an occasional activity
- Circulate during completion to reinforce thoughtful responses
- Consider occasional reflection discussions using completed entries
- Model prompt responses

Modeling Quality Responses

Students benefit from seeing the difference between vague and specific responses.

Example Prompt: "One way they helped you"

Weak: "They helped me."

Strong: "They explained the directions clearly when I was confused about the assignment."

Providing one quick example like this significantly improves response quality.