

Chapter 1: Fundamental Principles

Teacher Self-Assessment

Traffic light * is a strategy that can be used to assess progress.

Use the traffic light colours on the chart to indicate your current status:

Red light: I don't know/do this or I don't understand this.

Yellow light: I know/do this sometimes or I'm not quite sure I have some questions.

Green light: I know/do this or I've got it.

| Teacher Self-Assessment | Red Light | Yellow Light | Green Light |
|---|-----------|--------------|-------------|
| To ensure validity and reliability, I plan assessment and evaluation collaboratively with colleagues teaching the same course/grade. | | | |
| I <u>differentiate</u> assessments and evaluation based on student learning needs. | | | |
| My assessments and evaluation provide all students multiple opportunities to demonstrate the full range of their learning and include a variety of strategies to address students' learning needs, <u>learning styles</u> and preferences, and interests. | | | |
| I plan assessment and evaluation tasks considering the full <u>diversity</u> of my students and issues that may affect my students' learning. | | | |
| I share and clarify <u>learning goals</u> , based on overall and specific expectations, and co-construct <u>success criteria</u> with my students so we have a common understanding of what they will be learning and what good work looks like. | | | |
| My assessment and evaluation are based directly on the overall curriculum expectations and planned prior to the beginning of a period of instruction (unit/course). | | | |
| My communications to students and their parents about assessment and student achievement are clear, personalized, precise, meaningful, and ongoing. | | | |
| I provide students with <u>descriptive feedback</u> linked to clear success criteria, which allows them to reflect and critically analyse their work. | | | |
| I use the <u>gradual release of responsibility</u> and/or <u>scaffolding</u> of learning goals to develop students' abilities as independent learners. | | | |
| I use assessment as learning, purposefully teaching my students <u>metacognitive</u> strategies. | | | |

* This strategy is on page 17 of the resource.

FROM ww.edugains.ca

PERFORMANCE STANDARDS: Achievement Chart: Teacher Self-Assessment

Traffic light * is a strategy that can be used to assess progress. Use the traffic light colours on the chart to indicate your current status:

Red light: I don't know/do this or I don't understand this.

Yellow light: I know/do this sometimes or I'm not quite sure I have some questions.

Green light: I know/do this or I've got it.

* on page 17 of the resource. From www.edugains.ca

| Teacher Self-Assessment | Red Light | Yellow Light | Green Light |
|--|-----------|--------------|-------------|
| I begin planning instruction by identifying the content standards (expectations) – what my students need to know or be able to do – and the performance standards (four levels of achievement in the four categories of knowledge and skills) – how I know they know or can do this. | | | |
| I select or develop assessment strategies and tools based on the content standards and the performance standards of the achievement chart. | | | |
| I begin teaching each unit/course/topic with a plan that includes assessment for learning, assessment as learning, and assessment of learning along with instruction. | | | |
| The variety of assessment strategies that I use is balanced appropriately for the subject across the four categories of knowledge and skills. | | | |
| I use the content standards to develop learning goals and share them with my students. | | | |
| The achievement chart helps me define what the levels of achievement look like, and develop feedback for students about their achievement. | | | |
| I begin with the performance standards when co-constructing success criteria with my students. | | | |
| I use different assessment tools (rubrics, portfolios, checklists, anecdotal, etc.) to facilitate assessment of knowledge and skills in all four categories at different levels of achievement. | | | |
| I collaborate with my colleagues in order to better understand student performance at various levels. | | | |
| My students know how to use the assessment tools to understand the levels of achievement of their own demonstrations of learning. | | | |