

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.

PERFORMANCE STANDARDS: Achievement Chart: Teacher Self-Assessment

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* 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.			