

Assessment of Learning and the Instructional Program

New Teacher Self-Assessment and Goal Setting

- ___ Check for understanding across all students by using signal cards, slates, think pads, choral responses, and circulation, and adjust instruction accordingly
- ___ Select assessment tools from a wide range of options including, but not limited to, paper and pencil assessments
- ___ Do a preassessment as part of the planning for a unit of study
- ___ Design rubrics, performance task lists, and checklists that articulate in precise language performance and assessment requirements
- ___ Provide students with clear criteria and exemplars of processes and products before they begin the work
- ___ Provide formative rehearsals for summative assessments at appropriate levels of thinking
- ___ Design and give assignments, to include homework, that provide practice and rehearsals and then analyze the results
- ___ Include student self-assessment of products and of the effectiveness of the effort
- ___ Go beyond grading student work to critiquing and analyzing student work to see which components of the standards are at mastery, which are progressing, and which are in need of teaching and reteaching
- ___ Teach students to give each other feedback through peer editing and review
- ___ Use every assignment as data on what to teach next and to whom and in what ways
- ___ Engage students in the design of assessment criteria
- ___ Have students score anonymous work to help them understand what the scoring criteria looks like in student work
- ___ Structure individual accountability in group work
- ___ Monitor impact of teacher behavior on student success and modify behavior, plans, and instructional strategies accordingly
- ___ Compare desired outcomes with actual outcomes and adjust plans accordingly

