

ASSESSMENT FOR LEARNING SELF EVALUATION

1. ASSESSMENT FOR LEARNING IS PART OF EFFECTIVE PLANNING

Do you have a plan for how learners will receive feedback? Is your planning flexible, so you can respond to students initial and emerging skills?

(Always) 1 -----2-----3-----4-----5 (Never)

2. ASSESSMENT FOR LEARNING FOCUSES ON HOW STUDENTS LEARN

Are your students as aware of the 'how' of their learning as they are of the 'what'?

(Always) 1 -----2-----3-----4-----5 (Never)

4. ASSESSMENT FOR LEARNING IS CENTRAL TO CLASSROOM PRACTICE

Do the tasks in your classroom prompt learners to demonstrate their knowledge, understanding and skills? Are students and teachers engaged in reflection, dialogue and decision-making on the learning process?

(Always) 1 -----2-----3-----4-----5 (Never)

5. ASSESSMENT FOR LEARNING IS CONSIDERED A KEY PROFESSIONAL SKILL

Do you observe other teachers assessment practice and give feedback and are you regularly observed yourself? Are assessment skills a focus of continuous professional development?

(Always) 1 -----2-----3-----4-----5 (Never)

6. ASSESSMENT FOR LEARNING IS SENSITIVE AND CONSTRUCTIVE

Does your feedback focus on comments and targets more than standards and grades?

(Always) 1 -----2-----3-----4-----5 (Never)

7. ASSESSMENT FOR LEARNING FOSTERS MOTIVATION

*Does assessment practice emphasize progress and achievement rather than failure?
Do my students get opportunity to self-direct their work?*

(Always) 1 -----2-----3-----4-----5 (Never)

8. ASSESSMENT FOR LEARNING PROMOTES UNDERSTANDING OF GOALS AND CRITERIA

Do my students understand the goals they are pursuing and the criteria that will applied in assessing their work?

(Always) 1 -----2-----3-----4-----5 (Never)

9. DEVELOPS THE CAPACITY FOR SELF ASSESSMENT

Do my students get the opportunity to develop self-assessment skills? Are they engaged in reflection on their own learning process?

(Always) 1 -----2-----3-----4-----5 (Never)

10. RECOGNIZES ALL EDUCATIONAL ACHIEVEMENT *Do you consider differentiation when giving feedback to students? Are assessment practices varied?*

(Always) 1 -----2-----3-----4-----5 (Never)

More Assessment for Learning Questions to Consider (p. 133, *Creating Lifelong Learners*):

- To what extent do you encourage students to work together to solve a problem?
- Is your school's marking policy supportive of formative assessment by concentrating on comments and targets rather than targets and grades?
- How do you ask questions in class?
- Is there opportunity for peer evaluation in your lessons?
- Are decision-making processes with reference to students fair?
- How do you consider differentiation when giving feedback to students?
- How do you analyze student performance data and results to make critical use of them?
- Do you work with other teachers on developing assessment for learning strategies?

ASSESSMENT FOR LEARNING REFLECTION FOR COORDINATORS:

1. As a coordinator working with teachers what do you look for in a good assessment?

2. What does the balance between Assessment for Learning and Assessments of Learning look like at your school?



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Adapted from the UK Qualifications and Curriculum Authority (QCA) guiding principles for Assessment of Learning featured on page 131 of "Creating Lifelong Learners" (Andain, Murphy 2013)