

Assessment Self-Assessment – Week 6

(adapted from Ministry Viewing Guide:

http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing_Guide_Planning_Assessment_With_Instruction.pdf

INSTRUCTIONS:

Consider each of the following statements and indicate CY (confident yes!), M (maybe) and NR (Not really) for each statement. Then consider specific steps you will take to help you enhance your knowledge, skills, and confidence. We realize that some of this refers to your in-practicum experiences, but these statements will help you articulate your personal learning and areas of future growth.

****Upon completion of this self-assessment, upload to your Digital Learning Portfolio > Self-Assessment section.**

Consider each of the following statements:	CY (confident yes!), M (maybe) and NR (Not really)	Specific steps you will take to help you enhance your knowledge, skills, and confidence:
1. I understand the principles of backward design.	CY M NR	I rate my understanding between confident and maybe. I understand the theoretical principles of the backwards design process. I will place student learning at the centre of my planning and include: - Overall and specific expectations from the curriculum document - UDL and DI from Learning for all - Assessment strategies from Growing success.
2. I am able to implement the principles of backward design.	CY M NR	I believe I am implementing the principles of backward design. Without having previously completed a LRP I am not confident I am implementing those principles correctly. As I work, I will self-assess to identify gaps in my knowledge and work with my group and instructor to fill in those gaps.
3. I can identify big ideas from the curriculum policy documents.	CY M NR	The grade 9 and 10 Science and curriculum document shares 3 big ideas with all other science programs (p. 6). These are to: 1. Relate science to technology, society and the environment 2. To develop skills strategies and habits of mind required for scientific inquiry 3. To understand the basic concepts of science.

		Specific expectations and concepts vary from course to course and grade to grade, but these big ideas unify all science curriculums.
4. I am able to share and clarify big ideas and learning goals with students in student-friendly language so that my students have a common understanding of what they are expected to learn or be able to do.	CY M NR	I do this with the creation of big idea questions and learning goals. This converts overall and specific expectations from the curriculum into a tool to help students understand what they are learning and where their learning is going. It helps define what they will need know and what they will need to do. (Growing success, p. 33)
5. I develop success criteria with students so that they have a clearer understanding of what achievement of the learning goal looks like/sounds like.	CY M NR	I understand the importance of success criteria, but I haven't had the opportunity to co-develop them with students. During the LRP I will keep in mind what success criteria might be used, but offer enough flexibility to allow student input on how they want to show their achievement of the learning goals.
6. I can connect the learning expectations, learning goals and success criteria with assessment tasks and evidence of student learning.	CY M NR	I can guide students to demonstrate their achievement of learning goals with assessable success criteria. This assessment can be formative or summative.
7. I can align rich learning tasks that align with the curriculum expectations, learning goals and success criteria.	CY M NR	- Vary the types of product students create - Create multiple opportunities for me to assess student learning. - Allow student input so their tasks reflect their interest and readiness
8. I can gather valid and reliable evidence of student learning.	CY M NR	- I will perform diagnostic assessment to understand student background knowledge - Do constant formative assessment through observation, conversations, and discussions
9. I involve students directly in classroom assessment.	CY M NR	- Allow students to co-create success criteria to achieve their learning goals - Promote assessment as learning opportunities by having students develop individual goals, reflect, and self-assess their learning progress
10. I understand the various purposes of assessment.	CY M NR	- I understand that the main goal of assessment is to improve student learning.

11. I am able to implement various types of assessments.	CY M NR	- I will use diagnostic, formative and summative assessment. - I provide opportunity for assessment: - for learning (student → teacher, diagnostic and formative) - as learning (student self-directed) - of learning (student → teacher summative)
12. I use a variety of assessment strategies in my teaching.	CY M NR	- Ask questions - Discussions - Observations as the perform tasks - Encourage students to articulate their thinking Growing success (p. 34)
13. I use a variety of assessment tools in my teaching.	CY M NR	I will vary the type of assessment based on student learning preferences, readiness, and interests (Learning for all) - Reflections, tests, quizzes, pamphlets, blogs, videos, presentations, reports, essays, podcasts, tasks, experiments....