

## Standard 1: Effective Teaching

### ***1(b) using a variety of assessment strategies and data to monitor and improve instruction***

Mark an X where you fall on the continuum for each of the following descriptors.

***At Standard***

***Not Yet Met Standard***

Students use a variety of assessment tools, and know how those tools measure their performance of the learning targets.

Students have limited understanding of the assessments used to evaluate their learning.

Students understand the scoring criteria being used, and that the assessment tools being used are fair and equitable.

Students know that some students may be treated differently in the assessment process, but do not understand why.

Students keep and review with their teacher records of their learning progress to identify *their own* specific needs for growth.

Students rely on their teachers to track and record their progress.

Students regularly use their work to examine and reflect on their achievement of learning targets. Students set individual goals and outline the steps required to reach those goals.

Students' source of information about their learning is primarily teacher feedback.

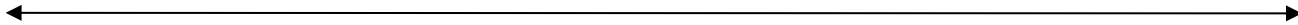
Students are regularly guided through strategies to monitor, evaluate, and self-regulate their process of learning and express it verbally and in writing. Students can articulate what worked, what did not, and what they need to do differently next time

Students are generally only assessed formally, and at the end of units; learning is not consistently monitored so that immediate adjustments can be made. Students have limited knowledge of how to monitor the effectiveness of their learning strategies.

Students actively work with their teacher to decide how best to demonstrate their progress and capabilities, and to identify their best work.

Students' work is primarily assessed by the teacher.

(OVER)



Students participate in communication with parents/guardians and in decision-making about their learning progress and assessment data.

Students have limited experiences in giving and receiving feedback on their work from their peers.



Students create and use scoring criteria to assess their own and others' work.

Student participation in communication is limited to bringing home test results, grades, and invitations to parent conferences.

