Tracking Our Learning Journey in Assessment and Instructional Literacy: A Self-Reflection Tool for Teachers

Over the next several years a focus in our schools is the Curriculum goal as stated in the 2009-2010 YRDSB Plan for Continuous Improvement: *delivering assessment-based instruction that is differentiated to intentionally support the strengths, needs and interests of each student to improve student achievement and success in all subjects and programs.*

As part of our collective journey to support improved student achievement and success in the York Region District School Board, we are continuing our efforts to support teachers in developing assessment and instructional literacy. To that end, this self-reflection tool has been developed to support classroom teachers in reviewing their current assessment and instructional practices and identifying areas of strength and areas needing further support. Teachers are encouraged to use this resource to establish a shared understanding and to foster conversations within schools and learning networks.

The content areas reflect the teaching/learning cycle: knowing students, beginning with the end in mind, diagnostic assessment, planning and instruction, instructional adjustment based on formative assessment, descriptive feedback, evaluating outcomes, teachers sharing practices, and communication and engaging parents/others.

Thank you for your support and cooperation of this important initiative.

Thinking about your assessment and instructional literacy practices, **please check the box (√)** *that best reflects your current level of implementation for each indicator.*

A. Knowing Students	Awareness *(Preparing- not yet in use)*	Beginning *(Mechanical use)*	Practising *(Routine use)*	Skilled *(Integration, innovation)*
1. Using data about my students (e.g. student strengths, needs, interests, learning styles, and prior knowledge) to plan my instruction.	❑	❑	❑	❑
2. Using data about my students (e.g. student strengths, needs, interests, learning styles and prior knowledge) to group students.	❑	❑	❑	❑
3. Differentiating my assessment and evaluation strategies to address the strengths, needs, and interests of my students.	❑	❑	❑	❑
4. Using the student Individual Education Plans (IEP's) when considering my planning, instruction, and assessment and evaluation strategies.	❑	❑	❑	❑
5. Using information to plan instruction and assessment strategies for my ELL students.	❑	❑	❑	❑

B. Beginning With the End in Mind (Learning Curriculum Expectations)	Awareness *(Preparing-not yet in use)*	Beginning *(Mechanical use)*	Practising *(Routine use)*	Skilled *(Integration, innovation)*
6. Establishing clear learning targets with my students.	❑	❑	❑	❑
7. Working with my students to create criteria for success for student learning and performance.	❑	❑	❑	❑
8. Aligning my **assessment and evaluation strategies** with the curriculum expectations being addressed.	❑	❑	❑	❑
9. Aligning my **assessment strategies** with the learning goals of each lesson.	❑	❑	❑	❑
10. Using the achievement charts as a lens to consider my assessment and evaluation of student work.	❑	❑	❑	❑
11. Working with my students to build understanding about the methods and tools that will be used to assess **student achievement**.	❑	❑	❑	❑
12. Working with my students to build understanding about the methods and tools that will be used to assess **learning skills**.	❑	❑	❑	❑
13. Working with my students to develop their work habits and learning skills.	❑	❑	❑	❑

C. Diagnostic Assessment	Awareness *(Preparing-not yet in use)*	Beginning *(Mechanical use)*	Practising *(Routine use)*	Skilled *(Integration, innovation)*
14. Assessing my students for prior knowledge and learning in order to plan instruction to meet their individual strengths, needs and interests.	❑	❑	❑	❑
15. Assessing my students for prior knowledge to find instructional starting points.	❑	❑	❑	❑
16. Assessing my students for prior knowledge to assist in scaffolding instruction for students.	❑	❑	❑	❑
17. Assessing my students for prior knowledge to set specific learning targets with students.	❑	❑	❑	❑

D. Planning and Instruction	Awareness *(Preparing-not yet in use)*	Beginning *(Mechanical use)*	Practising *(Routine use)*	Skilled *(Integration, innovation)*
18. Clustering relevant expectations when planning.	❑	❑	❑	❑
19. Planning my instruction to incorporate effective use of technology for student engagement and learning.	❑	❑	❑	❑
20. Using a variety of teaching and learning resources.	❑	❑	❑	❑
21. Intentionally grouping my students based on the task, their strengths, needs, and interests.	❑	❑	❑	❑
22. Planning for more than one way for my students to demonstrate what they have learned.	❑	❑	❑	❑
23. Designing higher-cognitive questions to engage my students in analysis, critical thinking, problem solving and decision making.	❑	❑	❑	❑
24. Using anchor charts during my instruction and communication with my students.	❑	❑	❑	❑
25. Identifying critical checkpoints in each learning cycle for giving and receiving descriptive feedback.	❑	❑	❑	❑
26. Intentionally designing the learning environment to facilitate the learning of all students.	❑	❑	❑	❑
27. Differentiating instruction and content to suit student readiness, interests, motivational needs, and learning styles.	❑	❑	❑	❑
28. Providing authentic tasks that require my students to apply and extend key understanding and skills as opposed to largely repeating information.	❑	❑	❑	❑
29. Modeling and including opportunities for my students to develop and demonstrate higher-order thinking skills.	❑	❑	❑	❑
30. Teaching my students the skills of self-assessment and goal setting.	❑	❑	❑	❑
31. Using assessment data to make decisions about starting points for my instruction.	❑	❑	❑	❑
32. Providing my students with opportunities to choose from an array of activities and projects that involve differentiated processes.	❑	❑	❑	❑

E Instructional Adjustment Based on Formative Assessment	Awareness *(Preparing-not yet in use)*	Beginning *(Mechanical use)*	Practising *(Routine use)*	Skilled *(Integration, innovation)*
33. Varying the pace of learning to meet the needs of my learners.	❑	❑	❑	❑
34. Adjusting my instruction based on assessment results.	❑	❑	❑	❑
35. Using a range of tools (such as rubrics, checklists, tracking wall) to allow my students to track and monitor their own progress.	❑	❑	❑	❑
36. Giving my students multiple opportunities for practice and feedback.	❑	❑	❑	❑
37. Using a variety of assessment strategies, including observation and performance tasks, to determine student progress and inform my instruction.	❑	❑	❑	❑
38. Relying on my observation and assessment results to ensure prevention and intervention for my students who are experiencing difficulty.	❑	❑	❑	❑
39. Working collaboratively with my students to develop their understanding of what high quality work looks like.	❑	❑	❑	❑

F. Descriptive Feedback	Awareness *(Preparing-not yet in use)*	Beginning *(Mechanical use)*	Practising *(Routine use)*	Skilled *(Integration, innovation)*
40. Giving my students specific feedback for improvement based on clearly identified criteria for success in a timely manner.	❑	❑	❑	❑
41. Encouraging my students to make the appropriate adjustments 'en route' to the learning goal.	❑	❑	❑	❑
42. Providing concrete, incremental next steps for improvement.	❑	❑	❑	❑
43. Providing oral/written/visual feedback that is delivered as a question, an example, or a prompt.	❑	❑	❑	❑
44. Supporting and preparing my students to better understand and be able to articulate their achievement and progress (e.g., reflection and goal setting).	❑	❑	❑	❑

G. Evaluating Outcomes (Assessment of Learning)	Awareness *(Preparing- not yet in use)*	Beginning *(Mechanical use)*	Practising *(Routine use)*	Skilled *(Integration, innovation)*
45. Reflecting a balance of the achievement chart categories in my assessments, over the semester/year.	❑	❑	❑	❑
46. Using assessment data to determine learning patterns and trends in my class.	❑	❑	❑	❑
47. Offering my students different options in assessment tasks to demonstrate their learning achievement.	❑	❑	❑	❑
48. Using exemplars in my assessments of my student's work.	❑	❑	❑	❑

H. Teachers Sharing Practices	Awareness *(Preparing- not yet in use)*	Beginning *(Mechanical use)*	Practising *(Routine use)*	Skilled *(Integration, innovation)*
49. Collaborating with other teachers to improve my assessment and instructional literacy practices.	❑	❑	❑	❑
50. Developing common assessments with my colleagues.	❑	❑	❑	❑
51. Sharing my literacy learning and practice with other staff to promote successful programs for all students.	❑	❑	❑	❑
52. Problem solving using a team approach to meet the student's needs.	❑	❑	❑	❑

I. Communication and Engaging Parents/Others	Awareness *(Preparing- not yet in use)*	Beginning *(Mechanical use)*	Practising *(Routine use)*	Skilled *(Integration, innovation)*
53. Engaging parents/guardians in a variety of ways to develop common understanding about the methods and tools that will be used to assess student achievement and learning skills.	❑	❑	❑	❑
54. Engaging parents/guardians in a variety of ways to develop common understanding about learning expectations.	❑	❑	❑	❑
55. Communicating student assessment results in a variety of ways to their parents/guardians on an ongoing basis.	❑	❑	❑	❑
56. Communicating student assessment results in a variety of ways to other staff as appropriate.	❑	❑	❑	❑
57. Facilitating opportunities for students to communicate with their teachers and parents about their learning to date and goals for future learning.	❑	❑	❑	❑
58. Facilitating opportunities for parents to communicate with teachers about their knowledge of their child and together plan future learning.	❑	❑	❑	❑