



Self Assessment Tool for Assessment Professional Learning Modules

Purpose: To identify your assessment experience and expertise in relation to the Assessment Professional Learning Modules.

HIGHLIGHT one box in each row to assess your experience and expertise.

	Elements	Novice:	Apprentice:	Capable:	Expert:
Connecting with Learning	<ul style="list-style-type: none"> • have a thorough knowledge of the Assessment Advice and assess accordingly • distinguish between the three purposes of assessment of/for/as learning • have a thorough knowledge of the research basis for the Assessment Advice • recognise that assessment planning decisions are linked to the purposes of assessment of/for/as learning 	<ul style="list-style-type: none"> • am unsure about the current Assessment Advice • am unsure of the difference between assessment of/for/as learning • am unsure of research linking assessment practices with learning • am unsure of the link between planning assessment and the three purposes of assessment of/for/as learning 	<ul style="list-style-type: none"> • have some knowledge of the Assessment Advice • have some knowledge of the difference between assessment of/for/as learning • read research that links assessment with learning • have some knowledge about the link between assessment of/for/as learning and link this to my assessment planning some of the time 	<ul style="list-style-type: none"> • have a good knowledge of the Assessment Advice and apply it in practice some of the time • can clearly distinguish between assessment of/for/as learning • have a good knowledge of research linking assessment with learning • link assessment planning decisions with the different purposes of assessment of/ for/as learning 	<ul style="list-style-type: none"> • have a thorough knowledge of the Assessment Advice and consistently apply it in practice • have a thorough knowledge assessment of/for/as learning • have knowledge and use ideas from the key research that links learning with assessment • consistently plan and implement curriculum which incorporates assessment of/for/as learning
Assessment OF Learning	<ul style="list-style-type: none"> • have a thorough knowledge of, plan for and effectively use assessment of learning in my classroom • use a range of ways to collect evidence of student learning • design and use tasks to assess deep understanding • create and use rubrics with explicit criteria 	<ul style="list-style-type: none"> • am unsure about how to plan for and use assessment of learning in my classroom • tend to rely on assessment of learning tools I am familiar with and have used before • am unsure about how to design and use tasks to assess deep understanding • am unsure how to create and use rubrics with explicit criteria 	<ul style="list-style-type: none"> • have some knowledge of how to plan for and use assessment of learning in my classroom • use a range of assessment of learning tools to collect evidence of student learning • design and use some tasks to assess deep understanding • have some knowledge of how to create and use rubrics with explicit criteria 	<ul style="list-style-type: none"> • have a good knowledge of how to plan for and use a range of strategies to apply assessment of learning in my classroom • use a range of assessment of learning tools to enable students to fully demonstrate their knowledge, skills and understandings • regularly design and use a range of tasks that assess deep understanding • have a good knowledge of how to design, create and use rubrics with explicit criteria 	<ul style="list-style-type: none"> • have a thorough knowledge of a wide range of strategies to plan for and effectively use assessment of learning in my classroom • use a wide range of assessment of learning tasks in my classroom to ensure all students to effectively demonstrate their knowledge, skills and understandings • regularly design and use a wide range of assessment tasks to assess deep understanding • have a thorough knowledge of, design and use rubrics with explicit criteria
Assessment FOR Learning	<ul style="list-style-type: none"> • have a thorough knowledge of, plan for and effectively use assessment for learning in my classroom • give quality and timely feedback to students to improve their learning • ask quality questions to gain evidence, identify needs and assess deep understanding 	<ul style="list-style-type: none"> • am unsure about how to plan for and use assessment for learning • have a limited range of strategies to provide quality and timely feedback to students • have a limited range of strategies to ask quality questions to gain evidence, identify needs and assess deep understanding 	<ul style="list-style-type: none"> • have some knowledge of how to plan for and use assessment for learning • am aware of some strategies to provide quality and timely feedback to students • am aware of some strategies to ask open-ended and deep thinking questions to gain evidence, identify needs and assess deep understanding 	<ul style="list-style-type: none"> • have a good knowledge of how to plan for and use assessment for learning in my classroom • am aware of and use a range of strategies to give quality and timely feedback • am aware of and use a range of strategies to ask open-ended and deep thinking questions to gain evidence, identify needs and assess deep understanding 	<ul style="list-style-type: none"> • have a thorough knowledge of how to plan for and effectively use assessment for learning to inform future learning • always ensure I use a wide range of strategies to give quality and timely feedback that is focused on improving student learning • always ensure I use a wide range of strategies to gain evidence, identify needs and assess deep understanding
Assessment AS Learning	<ul style="list-style-type: none"> • have a thorough knowledge of, plan for and effectively use assessment as learning in my classroom • assist students to set and monitor their own Personal Learning goals • design and use a range of strategies to promote student reflection, metacognitive thinking and self and peer assessment • assist students to understand the standards expected of them 	<ul style="list-style-type: none"> • am unsure how to plan for and effectively use assessment as learning in my classroom • am unsure how to assist students to set and monitor Personal Learning goals • am unsure about how to use reflection, metacognitive thinking and self and peer assessment strategies • am unsure how to assist students to understand the standards expected of them 	<ul style="list-style-type: none"> • have some knowledge of how to plan for and effectively use assessment as learning in my classroom • have some knowledge of how to assist students to set and monitor Personal Learning goals • have some knowledge of how to use self and peer assessment, metacognitive thinking and reflection strategies • have some knowledge of how to assist students to understand the standards expected of them 	<ul style="list-style-type: none"> • have a good knowledge of how to plan for and use assessment as learning in my classroom • have a good knowledge of and ensure students set and monitor their own Personal Learning goals • have a good knowledge of and regularly use self and peer assessment, metacognitive thinking and reflection strategies • have a good knowledge of and use strategies to ensure students understand the standards expected of them 	<ul style="list-style-type: none"> • have a thorough knowledge of how to plan for and effectively use assessment as learning in my classroom • use a wide range of strategies to ensure all students are able to effectively set, monitor and achieve Personal Learning goals • consistently design and use a range of strategies to promote reflection, metacognitive thinking, and self and peer assessment • always ensure all students understand the standards expected of them
Making Consistent Judgements	<ul style="list-style-type: none"> • have a thorough knowledge of the meaning and importance of valid task design and valid assessment judgements • have a thorough knowledge of the meaning and importance of making consistent judgements • establish processes to ensure judgements are valid and consistent • develop local whole school assessment plans for quality assessment of/for/as learning 	<ul style="list-style-type: none"> • am unsure about the meaning and importance of valid task design and valid assessment judgements • am unsure about the meaning and importance of making consistent assessment judgements • am unsure about how to ensure judgements are valid and consistent • am unsure about how to develop a whole school assessment plan 	<ul style="list-style-type: none"> • have some knowledge of the meaning and importance of valid task design and valid assessment judgements • have some knowledge of the meaning and importance of making consistent assessment judgements • have some knowledge about how to ensure judgements are valid and consistent • can develop a whole school assessment plan but it does not always include assessment of/for/as learning 	<ul style="list-style-type: none"> • have a good knowledge of the meaning and importance of valid task design and valid assessment judgements • have a good knowledge of the meaning and importance of making consistent judgements • have a good knowledge of and use processes to ensure judgements are valid and consistent • can develop a whole school assessment plan that focuses on assessment of/for/as learning 	<ul style="list-style-type: none"> • have a thorough knowledge of the meaning and importance of valid task design and valid assessment judgements • have a thorough knowledge of the meaning and importance of making consistent judgements • effectively and consistently design and use processes and protocols that ensure judgements are valid and consistent • can develop a whole school assessment plan that clearly and consistently focuses on assessment of/for/as learning



Feedback on the Self Assessment Tool

The analysis of the Self Assessment Tool response(s) has identified the following parts of the Assessment Professional Learning Modules are most appropriate and worthwhile for you to complete in your context.

Elements		Activities if you have identified yourself as:			
		Novice	Apprentice	Capable	Expert
Connecting Assessment with Learning	<ul style="list-style-type: none"> • have a thorough knowledge of the Assessment Advice and assess accordingly • distinguish between the three purposes of assessment of/for/as learning • have a thorough knowledge of the research basis for the Assessment Advice • recognise that assessment planning decisions are linked to the purposes of assessment of/for/as learning 	Do all of Module 1, including the presentation, <i>except</i> Activity 1-4B.	Do the core/ bold activities in Module 1, including the presentation, <i>plus</i> Activities 1-1 and 1-3. Also advised: Activity 1-6.	Do the core/ bold activities in Module 1, including the presentation, <i>plus</i> Activities 1-1 and 1-4B (instead of 1-4A). Also advised: Activity 1-6.	Do the following from Module 1: Activity 1-0, the presentation, Activities: 1-2, 1-3, 1-4B and 1-5. Also advised: Activity 1-6.
Assessment OF Learning	<ul style="list-style-type: none"> • have a thorough knowledge of, plan and effectively use assessment of learning in my classroom • use a range of ways to collect evidence of student learning • design and use tasks to assess deep understanding • create and use rubrics with explicit criteria 	Do all of Module 2, including the presentation, <i>except</i> Activity 2-2B.	Do the core/ bold activities in Module 2, including the presentation, <i>plus</i> Activities 2-1B, 2-2B and 2-6. Also advised: Activity 2-7.	Do the core/ bold activities in Module 2, including the presentation, <i>plus</i> Activities 2-1B and 2-2B. Also advised: Activity 2-7.	Do the following from Module 2: Activity 2-0, the presentation, Activities: 2-1B, 2-3, 2-4A and either 2-4B or 2-6. Also advised: Activity 2-7.
Assessment FOR Learning	<ul style="list-style-type: none"> • have a thorough knowledge of, plan and effectively use assessment for learning in my classroom • give quality and timely feedback to students to improve their learning • ask quality questions to gain evidence, identify needs and assess deep understanding 	Do all of Module 3, including the presentation, <i>except</i> Activities 3-2B and 3-6B.	Do the core/ bold activities in Module 3, including the presentation, <i>plus</i> Activities 3-4 and 3-5. Also advised: Activity 3-7.	Do the core/ bold activities in Module 3, including the presentation, <i>plus</i> Activities 3-5 and 3-6B. Also advised: Activity 3-7.	Do the following from Module 3: Activity 3-0, the presentation, Activities: 3-2B, 3-3, 3-6A and 3-6B. Also advised: Activity 3-7.
Assessment AS Learning	<ul style="list-style-type: none"> • have a thorough knowledge of, plan and effectively use assessment as learning in my classroom • assist students to set and monitor their own Personal Learning goals • design and use a range of strategies to promote student reflection, metacognitive thinking, and self and peer assessment • assist students to understand the standards expected of them 	Do all of Module 4, including the presentation, <i>except</i> Activity 4-4B.	Do the core/ bold activities in Module 4, including the presentation <i>plus</i> Activity 4-1. Also advised: Activity 4-5.	Do the core/ bold activities in Module 4, including the presentation, <i>plus</i> Activity 4-4B. Also advised: Activity 4-5.	Do the following from Module 4: Activity 4-0, the presentation, Activities: 4-3, 4-4A and 4-4B. Also advised: Activity 4-5.
Making Consistent Judgements	<ul style="list-style-type: none"> • have a thorough knowledge of the meaning and importance of valid task design and valid assessment judgements • have a thorough knowledge of the meaning and importance of making consistent judgements • establish processes to ensure judgements are valid and consistent • develop local whole school assessment plans for quality assessment of/for/as learning 	Do all of Module 5, including the presentation, <i>except</i> Activities 5-1B and 5-4B.	Do the core/ bold activities in Module 5, including the presentation, <i>plus</i> Activities 5-3 & 5-6. Advised: Activities 5-7 & 5-8.	Do the core/ bold activities in Module 5, including the presentation, <i>plus</i> Activities 5-1B & 5-3. Advised: Activities 5-7 & 5-8.	Do the following from Module 5: Activity 5-0, the presentation, Activities: 5-1B, 5-3, 5-4A, 5-4B & 5-5. Advised: Activities 5-7 & 5-8.