







Form created by: Reflect Initiative







Form created on: 10/13/2005 9:33 pm (EST)

Last edited date: 3/27/2007 1:01 pm (EST)

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www.taskstream.com**Form: "REFLECT Teacher Checklist on Student Involvement in Assessment"****Self-Assessment Checklist for Student Involvement.**

Indicate below how regularly you involve students in these assessment for learning activities.

	Regularly...
	<p>1. Students are able to articulate the learning destination.</p> <p><input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> On the way</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Describe the evidence that supports your self-assessment</p> <input type="text"/>
	<p>2. Students collect and refer to samples that show quality work.</p> <p><input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> On the way</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Describe the evidence that supports your self-assessment</p> <input type="text"/>
	<p>3. Students are able to describe what evidence of learning might look like.</p> <p><input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> On the way</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Describe the evidence that supports your self-assessment</p> <input type="text"/>
	<p>4. Students set criteria with me to define quality.</p> <p><input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> On the way</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Describe the evidence that supports your self-assessment</p> <input type="text"/>
	<p>5. Students have time to learn.</p> <p><input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> On the way</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Describe the evidence that supports your self-assessment</p> <input type="text"/>
	<p>6. Students receive and give themselves specific, descriptive feedback as they learn.</p> <p><input type="checkbox"/> Beginning</p>

	<input type="checkbox"/> On the way <input type="checkbox"/> Met <input type="checkbox"/> Describe the evidence that supports your self-assessment <input type="text"/>
	7. Students debrief their learning with their peers and others. <input type="checkbox"/> Beginning <input type="checkbox"/> On the way <input type="checkbox"/> Met <input type="checkbox"/> Describe the evidence that supports your self-assessment <input type="text"/>
	8. Students self-assess, and set goals. <input type="checkbox"/> Beginning <input type="checkbox"/> On the way <input type="checkbox"/> Met <input type="checkbox"/> Describe the evidence that supports your self-assessment <input type="text"/>
	9. Students revisit and reset the criteria as they learn more. <input type="checkbox"/> Beginning <input type="checkbox"/> On the way <input type="checkbox"/> Met <input type="checkbox"/> Describe the evidence that supports your self-assessment <input type="text"/>
	10. Students collect evidence of their own learning. <input type="checkbox"/> Beginning <input type="checkbox"/> On the way <input type="checkbox"/> Met <input type="checkbox"/> Describe the evidence that supports your self-assessment <input type="text"/>
	11. Student present evidence of learning to others and receive feedback. <input type="checkbox"/> Beginning <input type="checkbox"/> On the way <input type="checkbox"/> Met <input type="checkbox"/> Describe the evidence that supports your self-assessment <input type="text"/>
	12. Students are fully involved in the assessment process. They are working harder and learning more. <input type="checkbox"/> Beginning <input type="checkbox"/> On the way <input type="checkbox"/> Met

Describe the evidence that supports your self-assessment

### Self-Assessment (for Teachers)

Indicate how you rate yourself on these criteria (Thanks to R. Stiggins for inspiring this checklist).



13. I involve student in on-going assessment for learning.

- Beginning  
 On the way  
 Met  
 Describe the evidence that supports your self-assessment



14. I summarize in my own words the learning that students are expected to accomplish.

- Beginning  
 On the way  
 Met  
 Describe the evidence that supports your self-assessment



15. I collect and review samples and models to show what the learning looks like for students of a particular age range.

- Beginning  
 On the way  
 Met  
 Describe the evidence that supports your self-assessment



16. I think about what kinds of evidence students could produce to show they have learned what they needed to learn.

- Beginning  
 On the way  
 Met  
 Describe the evidence that supports your self-assessment



17. I ensure the evidence of learning is valid and reliable by using the process of triangulation. I collect evidence over time so emerging trends and patterns can be identified.

- Beginning  
 On the way  
 Met  
 Describe the evidence that supports your self-assessment



18. I use classroom assessment information to fine-tune instruction and the learning environment for students.

- Beginning

- On the way
- Met
- Describe the evidence that supports your self-assessment

Thank you for your time.

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