

Assessment Observation and Self-Reflection Tool

RIGOROUS AND AUTHENTIC ASSESSMENT		
LOOK FORs:	CURRENT OBSERVATION:	EVIDENCE:
Pre-assessment Assessment for learning is utilized	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Assessment as learning is utilized	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Assessment is aligned to standards-based success criteria	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Procedures in place for student independence	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Questions to elicit student thinking	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Communicate learning intentions and success criteria with class	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Ask open-ended questions	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Manage behavior positively and proactively	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Positive class culture	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Use of goal setting	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Educator as facilitator (limited educator talk)	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	

(Continued)

Assessment Observation and Self-Reflection Tool (Continued)

RIGOROUS AND AUTHENTIC ASSESSMENT		
LOOK FORs:	CURRENT OBSERVATION:	EVIDENCE:
Student discussion	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
All students able to engage in rigorous learning tasks	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Instruction revised based on assessment data	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Educator time is equitable among all students	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Feedback is specific, actionable, and tied to success criteria	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Use misconceptions as learning opportunities	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Student interests are present	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Learning behaviors are explicit and assessed	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Assessments are evaluated for rigor	<input type="checkbox"/> Evident <input type="checkbox"/> Somewhat <input type="checkbox"/> Not yet	
Overall Notes:		
Goal and Next Steps:		