## Assessment Observation and Self-Reflection Tool

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

(Continued)

## Assessment Observation and Self-Reflection Tool (Continued)

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

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