

## Self-Assessment + Instructions

SOLO LEVEL	DESCRIPTION	PUT A ✓ MARK
Extended Abstract	<p>I have research-informed, clear, visible, and consistent learning goals (LGs) embedded in my class for all performance tasks, projects, and long-term assignments.</p> <p>I can differentiate my feedback tools and feedback processes within and across lessons and adapt to kids, contexts, and subject-based demands.</p>	
Relational	<p>I have a set of coherent learning goals (LGs) that incorporate practices, tools, and procedures across each part of my curriculum.</p> <p>I can refer my students to a system (e.g., Figure 1.4) for producing and evaluating drafts using different configurations, modalities, and directionalities of feedback.</p> <p>I use a combination of long- and short-cycle feedback protocols to ensure students are processing, incorporating, and owning next steps.</p>	
Multi-structural	<p>I have many different learning goals (LGs) and use feedback (e.g., various practices, tools, or procedures) as regularly as possible.</p> <p>I activate students as owners of feedback to position them to take next steps before accepting final work.</p>	
Unistructural	<p>I try to give feedback before major assignments are due.</p> <p>I typically use the same feedback tool format (e.g., rubric).</p>	
Pre-structural	<p>I don't usually give feedback <i>before</i> I grade.</p> <p>My grades are feedback on how students are doing.</p>	