

EDTL 3200-01

Assessment Portfolio

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Assessment Portfolio

Self Assessment

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Disclaimer

- All of the slides/ideas contain screenshots of the activities. I do have the physical copies in a binder at home or in my google drive but I thought it would be easier for this assignment to do it digitally.
- Some of the documents are linked to the copy in my drive.

Self Assessment

Core Competency (K-3) Self Assessment

The SD73 core competency Kindergarten self assessment gives the students a chance to self-evaluate their learning and actions.

Learning alongside the 7 grandfather teachings help the students make ethical judgements about their learning journey and their individual actions based on the framework.

Core Competency Kindergarten - Self Assessment

Term:

_____ 's Reflections	Yes	Sometimes	Not Yet
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I take a deep breath when I am feeling frustrated to refocus			
I follow my goal to improve my work			
I keep trying when something is tricky for me			
I share with an audience (partners, peers, buddies, larger audiences)			



I use my ideas to create			
I share something I have learned			
I share about my hobbies and interests			
I have a special talent:			



I listen with my whole body (calm, focused, and respectful)			
I use calm down tools and strategies to calm my body and my mind			
I am part of the group plan (staying on task, contributing and participating)			
I keep my body safe at school (with peers and on my own)			



I work well and play with my friends			
I am kind to others			
I notice when I have made a good choice			
I use "I messages" to let others know how I am feeling			













Kindergarten Self Assessment and Rubrics

Self assessments are a great tool for students to reflect on their learning. They can be adapted to fit the need of any learner as you can see in the picture. The pictures of the self assessment are meant for Kindergartens and allow the students to draw or use symbols but they can also have spaces for older students to write their personal reflections on their work. I will use self assessments to provide the students with the opportunity to self evaluate and make judgements about their learning process while also practicing their writing.

Name: _____ Date: _____		
Writing Self-Assessment		
My sentences begin with capital letters. John has a pet fish.	✓	✗
My sentences end with a punctuation mark. I have a pet cat.	✓	✗
I use finger spaces between words. The dog is brown.	✓	✗
My handwriting is neat. It is on the lines.	✓	✗
I spell most words right.	✓	✗
My picture matches my writing. I colored my picture neatly.	✓	✗
Name: _____ Date: _____		
Writing Self-Assessment		
My sentences begin with capital letters. John has a pet fish.	✓	✗
My sentences end with a punctuation mark. I have a pet cat.	✓	✗
I use finger spaces between words. The dog is brown.	✓	✗
My handwriting is neat. It is on the lines.	✓	✗
I spell most words right.	✓	✗
My picture matches my writing. I colored my picture neatly.	✓	✗

Center Work Self Assessment and Reflection

The center work self assessments allows students to reflect on their actions and take responsibility for their consequences or benefits. The students think about how their volume, focus, work and supplies were while working at centres. This can be done with any grade level. The reflection piece adds to the students reflections on their learning. It also gives the teacher an idea of the students interest and what they still need help with.

CENTER WORK SELF ASSESSMENT			
<u>Volume:</u> I kept my volume at the expected level.			
<u>Focus:</u> I was focused and stayed on task.			
<u>Work:</u> I was able to finish all of my work to the best of my ability.			
<u>Supplies:</u> I used and cleaned up my supplies neatly.			
NAME: _____			

REFLECTION
I really liked _____

I need help with _____

Core Competencies Self Assessment

The SD73 core competencies self assessment is a great visual tool for students to interact with the curriculums core competencies. The students can colour or circle the picture they believe suits them depending on the topic.

Core Competencies Self-Assessment

by



_____ cares for the
community and the environment.

I can solve
problems
and ask for help
when I need it.



I am kind to
others and our
environment.



Social/Emotional Self Assessment

The social and emotional self assessment can be used as a tool to get to know your students and to help build a sense of community and relationships within your classroom. The students can fill this out as many times as needed throughout the year to measure growth. This can also hold the students accountable for their individual actions. (Leadership, conversation, anger management, following directions, respect, perseverance, friendship, self control, self-esteem, self-regulation.)

Name: _____ Date: _____	Name: _____ Date: _____	Name: _____ Date: _____	Name: _____ Date: _____
Self-Esteem Assessment Please rate these questions based on to what extent they are true or False: <div>1- Always False 2- Mostly False 3- Not Sure 4- Mostly True 5- Always True</div> People like me. 1 2 3 4 5 There are good things about me. 1 2 3 4 5 I like myself. 1 2 3 4 5 I can name 3 things that I'm good at. 1 2 3 4 5 I know what to do if someone picks on me. 1 2 3 4 5 It is important for people to have different strengths. 1 2 3 4 5 Total Score: _____	Self-Regulation Assessment Please rate these questions based on to what extent they are true or False: <div>1- Always False 2- Mostly False 3- Not Sure 4- Mostly True 5- Always True</div> I know what the term "self-regulate" means. 1 2 3 4 5 I am good at managing my feelings. 1 2 3 4 5 I know when my feelings are starting to get out of control. 1 2 3 4 5 I can name 3 ways to calm down. 1 2 3 4 5 I can name 3 ways to feel more alert. 1 2 3 4 5 I make good choices, even when I'm angry. 1 2 3 4 5 Total Score: _____	Anger Management Assessment Please rate these questions based on to what extent they are true or False: <div>1- Always False 2- Mostly False 3- Not Sure 4- Mostly True 5- Always True</div> I think it is important to control my anger. 1 2 3 4 5 I am good at controlling my anger. 1 2 3 4 5 I don't usually get in trouble for my anger. 1 2 3 4 5 I know what makes me angry. 1 2 3 4 5 I can tell when I'm starting to get angry. 1 2 3 4 5 I know how to calm down when I am angry. 1 2 3 4 5 Total Score: _____	Conversation Skills Assessment Please rate these questions based on to what extent they are true or False: <div>1- Always False 2- Mostly False 3- Not Sure 4- Mostly True 5- Always True</div> I enjoy having conversations with other people. 1 2 3 4 5 I am comfortable starting conversations. 1 2 3 4 5 I know multiple ways to start a conversation. 1 2 3 4 5 I usually know what to say in a conversation. 1 2 3 4 5 I know when it is okay to join a conversation others are having. 1 2 3 4 5 I am comfortable joining a conversation others are having. 1 2 3 4 5 Total Score: _____
Respect Assessment Please rate these questions based on to what extent they are true or False: <div>1- Always False 2- Mostly False 3- Not Sure 4- Mostly True 5- Always True</div> I know why it is important to be respectful. 1 2 3 4 5 I am respectful with my words. 1 2 3 4 5 I am respectful with my actions. 1 2 3 4 5 I know how my actions affect others. 1 2 3 4 5 I know how my actions affect me. 1 2 3 4 5 I am respectful. 1 2 3 4 5 Total Score: _____	Self-Control Assessment Please rate these questions based on to what extent they are true or False: <div>1- Always False 2- Mostly False 3- Not Sure 4- Mostly True 5- Always True</div> I know what self-control means. 1 2 3 4 5 I think before I speak. 1 2 3 4 5 I think before I act. 1 2 3 4 5 I know when I am starting to lose control. 1 2 3 4 5 I am good at stopping when I am starting to lose control. 1 2 3 4 5 I can name three ways to use self-control. 1 2 3 4 5 Total Score: _____		
Leadership Assessment Please rate these questions based on to what extent they are true or False: <div>1- Always False 2- Mostly False 3- Not Sure 4- Mostly True 5- Always True</div> I am a good leader. 1 2 3 4 5 I know why leadership is important. 1 2 3 4 5 I know what makes up a good leader. 1 2 3 4 5 I am good at keeping a positive attitude. 1 2 3 4 5 I understand what other people need. 1 2 3 4 5 I have specific ideas about how I can be a leader. 1 2 3 4 5 Total Score: _____	Following Directions Assessment Please rate these questions based on to what extent they are true or False: <div>1- Always False 2- Mostly False 3- Not Sure 4- Mostly True 5- Always True</div> I think it is important to follow directions. 1 2 3 4 5 I am good at following directions. 1 2 3 4 5 I can follow more than one direction at a time. 1 2 3 4 5 My teachers would say I am a good listener. 1 2 3 4 5 I follow directions even when I don't want to. 1 2 3 4 5 Following directions will help me later in life. 1 2 3 4 5 Total Score: _____	Friendship Skills Assessment Please rate these questions based on to what extent they are true or False: <div>1- Always False 2- Mostly False 3- Not Sure 4- Mostly True 5- Always True</div> I know what makes up a good friendship. 1 2 3 4 5 I am good at making friends. 1 2 3 4 5 I feel comfortable talking to others. 1 2 3 4 5 I am happy with the friendships I have. 1 2 3 4 5 I know how to solve conflicts with friends. 1 2 3 4 5 I am a good friend. 1 2 3 4 5 Total Score: _____	

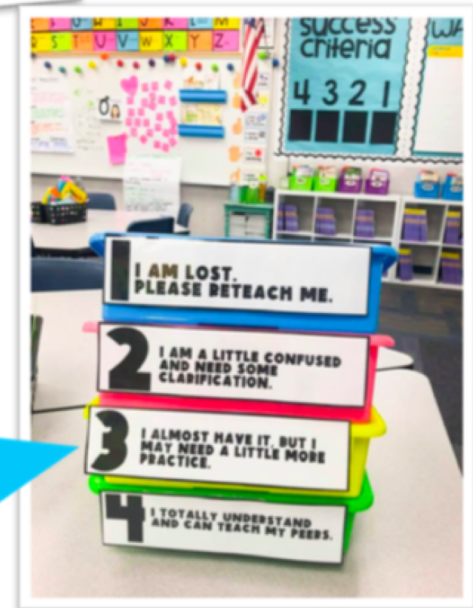
Self Assessment Turn in Bin and Posters

These turn in bins would be labeled to match the posters within the classroom. Each turn in bin will have a different label and number (1. I am lost please re-teach me 2. I am a little bit confused and need some clarification 3. I almost have it but I may need a little more practice 4. I totally understand and can teach my peers) This will give the students the opportunity to be accountable for their learning and reflect on how much they understand. This system also gives the student not only a chance to self assess but to ask for help in a private way.



Use the signs somewhere in your classroom for students to always see.

Use the smaller signs for your turn in bins, so students can self assess.



Writing Checklist

Writing checklist are a great tool to remind students what they need to focus on within their writing. It is used as a checklist for the students to check off the tasks they finished, to self assess their work as well as to keep their writing organized. I will have writing checklist posted on the wall as a poster as well as available to each individual student to use personally. The students and I would go through every task on the checklist to ensure understanding of the writing process before we use the checklists. The checklist can be adapted for any grade level as well as individually for each student to meet their needs.

Writing Checklist ✓



I can write neatly.



I can use capital and lowercase letters



I can add punctuation to my sentences



I can use finger spaces



I can search for spelling clues



I can go back and re-read my writing

Writing Checklist ✓



I can write neatly.



I can use capital and lowercase letters



I can add punctuation to my sentences



I can use finger spaces



I can search for spelling clues



I can go back and re-read my writing

Writing Checklist ✓



I can write neatly.



I can use capital and lowercase letters



I can add punctuation to my sentences



I can use finger spaces



I can search for spelling clues



I can go back and re-read my writing

Writing Checklist ✓



I can write neatly.



I can use capital and lowercase letters



I can add punctuation to my sentences



I can use finger spaces



I can search for spelling clues



I can go back and re-read my writing

Writing Checklist ✓



I can write neatly.



I can use capital and lowercase letters



I can add punctuation to my sentences



I can use finger spaces



I can search for spelling clues



I can go back and re-read my writing

Writing Checklist ✓



I can write neatly.



I can use capital and lowercase letters



I can add punctuation to my sentences



I can use finger spaces



I can search for spelling clues



I can go back and re-read my writing


Peer Assessment

Two Stars and a Wish

The two stars and a wish is a great way to do peer assessment within the classroom. This gives the students the opportunity to give their peers two stars - which is 2 things they liked about their works and 1 wish - which is something they are wondering about or would like to see more of. This allows the student to provide feedback and to develop lifelong skills of assessment.

My Name: _____
Their Name: _____

Two Stars and a Wish



You really tried your best to _____

_____ was a great idea!

I really liked _____

I think you did _____ really well!

Wow! _____ was great!

_____ was awesome!







How about _____?

Next time try to _____

Think about _____

Oral Presentation Peer Assessment

This is a peer assessment for an oral presentation. It is a simple way to have the students assess their peers presentations based on the volume, eye contact, and focus. The students just circle the statement they agree with.

Speakers: _____		My Name: _____	
 Volume 			
I couldn't hear you. [1]	It was hard to hear you. [2]	I heard you most of the time. [3]	You were easy to hear. [4]
 Eye Contact 			
You didn't use eye contact. [1]	You hardly used eye contact. [2]	Sometimes you made eye contact. [3]	You had really good eye contact. [4]
 Focus 			
I'm not sure what you meant. [1]	Sometimes I didn't know what you meant. [2]	Most of the time I knew what you meant. [3]	I know what you meant. [4]
Final Score: ____/12			

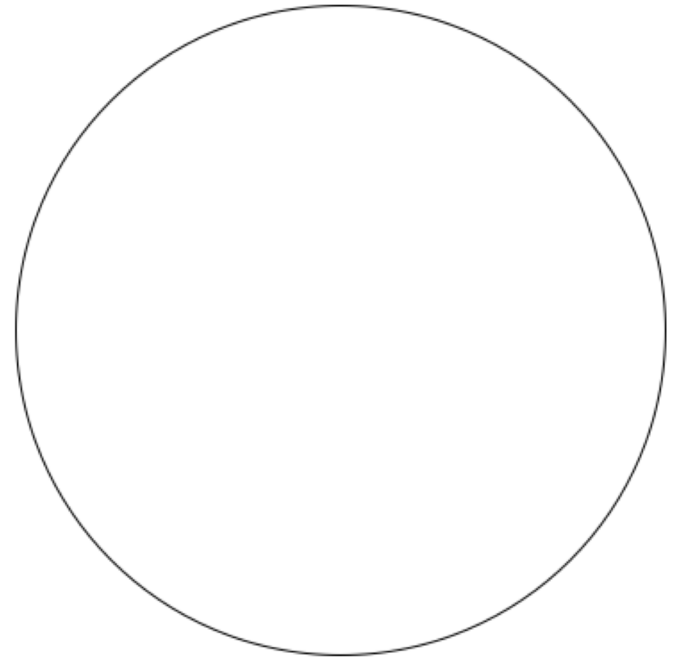
Self Assessment and Peer Assessment Pie Chart

This pie chart is a visual way for students to self assess as well as peer assess. All group members sign it to show that they agree with what they are submitting. It helps visually show how much each of the group members contributed to the final product.

Name: _____

Self and Peer Assessment: Group Work Pie Chart

This is your chance to identify as group how much each of you contributed to your final product. Be honest with each other and use the problem-solving strategies that we've discussed in class to come to a **consensus**.



By signing this, we acknowledge that all members of the group agree with the pie chart above.

Diagnostic Assessment

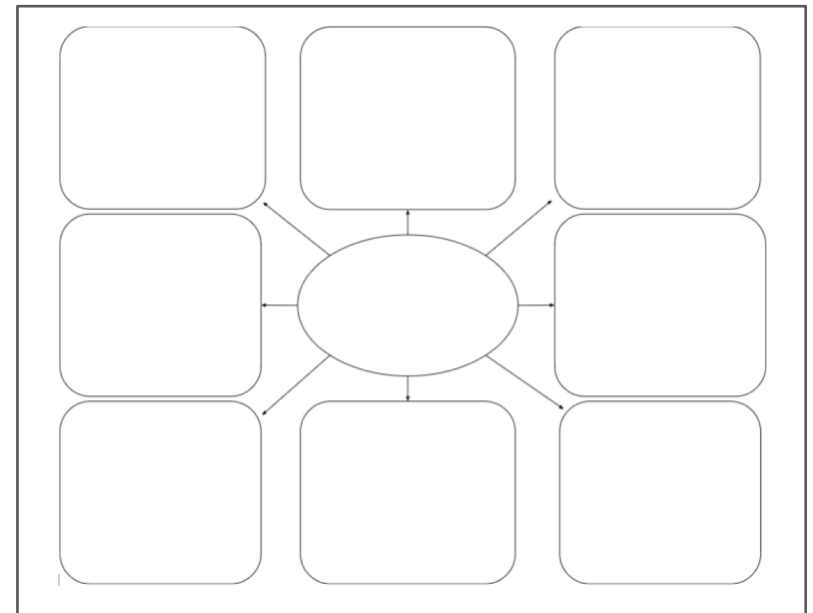
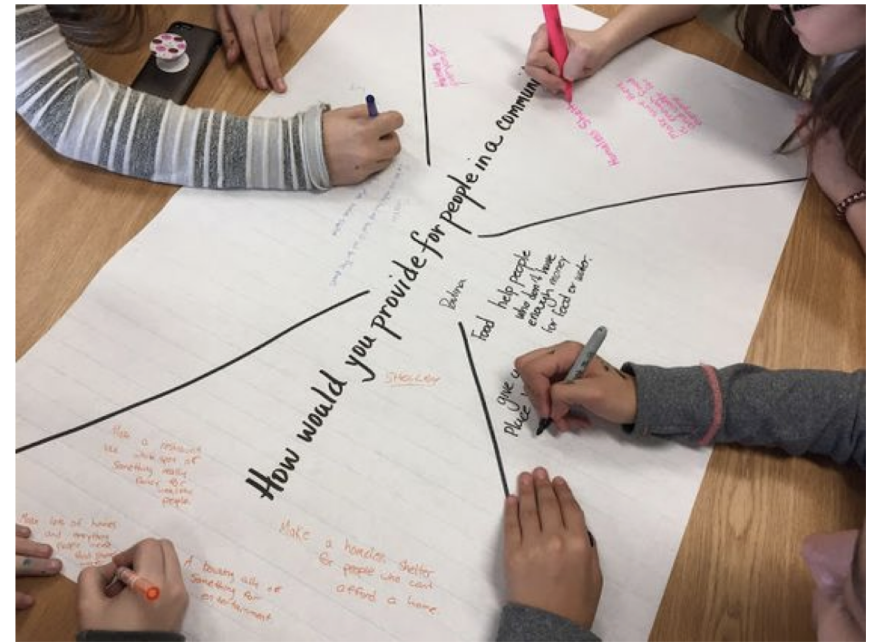
KWL Chart

The KWL chart is a tool for students to write down K(What do I already know) W(What do I want to know) L (What did I learn?) This can be done in the span of one lesson or throughout a unit. This gives the students the opportunity to think about prior knowledge, reflect on what they learned as well as think about what they want to learn as well or any questions they might have. This activity can be used cross curricular in most grades. This tool can be used for diagnostic assessment to see what students know, what they want to know as well as what they learned by the end of the unit/activity.

Topic:	Name:	
K	W	L

Map/Brainstorm Organizer

Does a map/brainstorm to organize the ideas that students know about a topic is a great way for the teacher to assess where the students are at and how to adapt accordingly. This can be done in small groups, individually or as a whole class.



Formative *Assessment*

Rubistar

Rubistar is a great resource to help create rubrics to assess your students. They can be adapted for any grade or learning level. It can be used to record students learning goals and success with the student and family. The students can be given the rubrics before the assignment to show the goals and expectations of the assignment. The teacher can handback the rubrics after the assignment with feedback comments.

The screenshot shows the Rubistar website interface. At the top, there is a navigation bar with the Rubistar logo, a 'Powered by 4Teachers.org' badge, and a '4Teacher Tools' dropdown menu. Below the navigation bar, there are links for 'Home', 'Find Rubric', 'Create Rubric', 'Login', 'Sign Up', and 'Tutorial'. A 'RubiStar en Español' link is also present. The main content area is divided into two columns. The left column has a 'Welcome' tab and a 'Featured Projects' tab. Under 'Featured Projects', there is a 'Welcome to RubiStar!' message and a 'Register Quick Tour' link. The right column has a 'Log In' section with fields for 'First Initial', 'Last Name', 'Modifier', 'Zip Code', and 'Password', and a 'Login' button. Below the login section is a 'Go To a Saved Rubric' section with a 'View, Edit, or Analyze a Rubric' message and a 'Please enter your Saved Rubric ID below:' field. At the bottom, there is a 'Create a Rubric' section with a 'Choose a Topic below to create a new rubric based on a template:' message and a grid of topic buttons: 'Oral Projects', 'Multimedia', 'Math', 'Writing', 'Products', 'Reading', 'Art', 'Work Skills', 'Science', and 'Music'. A 'Search for a Rubric' section is also present with a 'Choose your Search Type below:' message and radio buttons for 'Search Rubric Titles', 'Search Author Name', and 'Search Author Email Address'. There is a 'Keywords: (up to 3)' field and a 'Search Type: Match ALL of your words' dropdown menu.

Powered by 4Teachers.org 4Teacher Tools

RUBISTAR

Create Rubrics for your Project-Based Learning Activities

RubiStar is a free tool to help teachers create quality rubrics.
[More](#) | [What a Rubric Is](#) | [Tutorial](#)

Welcome **Featured Projects**

Welcome to RubiStar!

Want to make exemplary rubrics in a short amount of time? Try RubiStar out! Registered users can save and edit rubrics online. You can access them from home, school, or on the road. Registration and use of this tool is free, so click the Register link in the login area to the right to get started now.

[Register](#)
[Quick Tour](#)

Create a Rubric

Choose a Topic below to create a new rubric based on a template:

[Oral Projects](#) [Multimedia](#) [Math](#) [Writing](#) [Products](#)
[Reading](#) [Art](#) [Work Skills](#) [Science](#) [Music](#)

Log In [Register](#)

First Initial: Last Name: Modifier:
Zip Code: Password: Login

Go To a Saved Rubric
View, Edit, or Analyze a Rubric
Please enter your Saved Rubric ID below:
[View](#) [Edit](#) [Analyze](#)

Search for a Rubric
Choose your Search Type below:

☒ Search Rubric Titles
☐ Search Author Name
☐ Search Author Email Address

Keywords: (up to 3)
Search Type: Match ALL of your words
[Search](#)

<http://rubistar.4teachers.org/index.php>

Poster Reflection

The poster reflections can be done with any topic that you are studying within your classroom.

The teacher will put up posters around the class with questions or statements and the student have to put sticky notes on the posters responding to them. This can be a great way to see the classes understanding as a whole the topic and help the teacher assess and adapt their lesson. This activity can be done in the beginning, the middle or end of a lesson/unit.



Exit Tickets

Exit tickets are a great way for you as a teacher to collect quick feedback and understanding at the end of a class/lesson. They provide the opportunity for students to reflect on their learning and understanding of the material. They are questions around what was learned asked at the end of a lesson that is collected before you move on. I will use this weekly within my classroom to help me build and adapt my lessons based on the students understanding.

Exit Ticket

Name: _____ Date: _____ Period: _____

Your Exit Ticket Practice - To Be Handed In Before You Leave Today!

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3-2-1 Exit Ticket

NAME: _____

3 things I learned today...

- _____
- _____
- _____

2 things I found interesting...

- _____
- _____

1 question that I still have...

- _____

Communication

Monthly Newsletters

Monthly newsletters are a great way to inform the students as well as their family about what is going on for the month. This way there is open communication and parents are aware of what the students are learning and being assessed on.

