

EVALUATE			
Capability			
Assess Performance Against Standards	What the Teacher Does	Facilitates Student Self-Assessment	What the Teacher Does
The teacher assists students to prepare for a performance of understanding. They assess student achievement and communicate progress. (Level 1)	<ul style="list-style-type: none"> • Uses a variety of small/whole group discussions. • Baseline data (pre and post testing). • Develops and uses checklists. • Observes and makes anecdotal records. • Gives feedback. 	The teacher presents guiding questions to enable students to reflect on their learning. They support students to frame future learning goals based on identified strengths and areas for improvement. (Level 1)	<ul style="list-style-type: none"> • Structures self assessment: Journals, open-ended questions. • Incorporates a range of levels of thinking (comprehension, analysis). • Provides timely written and verbal feedback. • Acknowledges areas of success and areas for improvement. • Structures feedback to support further learning. • Organises for feedback from a variety of audiences. • Makes learning objectives explicit: <ul style="list-style-type: none"> ○ Learning objective: "I have achieved this objective." ○ Success criteria: list of achievements. • Allows students to articulate how they achieved success.
The teacher provides strategies for students to reflect on and refine their work in preparation for a performance of understanding. The teacher integrates evidence gathered from both formal and informal assessment to make judgements about student progress. They use examples of student learning and work samples to illustrate student progress against learning goals. (Level2)	<ul style="list-style-type: none"> • Writes annotated work samples. • Uses a variety of forms of assessment. • Promotes and values student portfolios. 	The teacher models strategies for self reflection. They support students to reflect on their achievements and learning processes to frame future learning goals. (Level 2)	<ul style="list-style-type: none"> • Ensures that the students have the opportunity to Share, Reflect, Assess in each lesson. • Promotes goal setting-SMART.
The teacher structures opportunities for students to individually and collaboratively assess and improve their work in preparation for a performance of understanding. They make judgements about student achievement using rubrics referenced to curriculum standards. The teacher communicates progress against learning goals based on curriculum standards. (Level 3)	<ul style="list-style-type: none"> • Uses a range of questioning techniques to probe student thinking. • Uses Share, Reflect, Assess Strategies (Rocket Writing, Think Pair Share, 321, Turn and Talk and 123). • Develops rubrics. • Assesses student work against prior achievements. Acknowledges effort as well as ability, both publicly and in personal feedback. 	They support students to review samples of their work to identify evidence of their learning and to reflect on their overall progress. The teacher supports students to identify L (Level 3)	<ul style="list-style-type: none"> • Facilitates "Convince me" conversations. • Organises and guides content for Portfolio. • Provides assessment instruments for self and peer monitoring –levelled rubric, traffic lights, smiley faces, sentence starters (WALT, WILT). • Leads discussions to unpack student understandings. • Provides opportunities to review prior ideas and compare them with current understandings. • Uses 'Experts' in an area, students teaching students.
4 The teacher moderates both within and across classes to ensure consistent judgements. (Level 4)	<ul style="list-style-type: none"> • Uses student work samples from a variety of contexts to make consistent judgements. 	They support students to reflect on their learning outcomes and evaluate strategies used. The teacher conferences with individual students using student reflection and teacher judgement to discuss progress against curriculum standards. The teacher refers to the conference and curriculum standards when facilitating an individual student's identification of future learning goals and strategies. (Level 4)	<ul style="list-style-type: none"> • Uses teacher and student generated assessment rubrics as a way of informing criteria for task. • Uses a range of questioning techniques that allow students to justify and reflect upon what they know.