

### Assessment Literacy: Begins with Guided Practice

Guided Practice as Capacity-Building	What Are the 1) “Think-Abouts” and “Look-Fors”?
Teachers develop formative assessments together.	
Teachers assess student work collaboratively so that assessments have the same standards across year levels and subject areas	
Teachers develop a repertoire of assessment and instructional strategies	
Teachers develop a common language about assessment for and as Learning with each other and with students	
The school team takes ownership of the process to ensure that all staff members own all the data and take action	
There is a high degree of teacher engagement in the improvement agenda which leads to individual and whole school empowerment to excel	
Teachers develop a deep understanding of the Curriculum Expectations, Learning Intentions, Success Criteria by co-constructing them with students and posting them in classrooms for students to see and use	
Teachers deconstruct Learning Intentions and co-construct Success Criteria and post them in their classrooms for students to see and use	

**Assessment Literacy: Becomes 2. Interdependent Practice**

<b>Interdependent Practice</b>	<b>What Does this Look-Like in your Context?</b>
Teachers know 10 things about each student – beyond academics	
Performance tasks are cognitively demanding	
Teachers use formative assessment practices to differentiate instruction	
Teachers organize learning environment to support struggling students with difficult concepts	
Students see teacher- and student-made prompts for supporting their learning in every learning space	
Teachers can articulate why they are teaching the way they do and what <u>they</u> will do when some students aren't learning	
Students are speaking to each other about tasks in classrooms	
Students' voices are heard more often than teachers' voices in classrooms	
Students can articulate what they are learning; how they are doing; how they can improve	
Students receive meaningful, timely and actionable feedback about their work and progress and next steps	
Students peer-assess and self-assess	
Students set individual Learning Goals	

