

OIP CONTINUUM OF PROFESSIONAL PRACTICE

Name: _____

School: _____

1. Formative Assessment

1. Formative Assessment			
	Skilled <i>The following statements describe my knowledge and use of formative and summative assessment in my classroom during the past year of teaching.</i>	Practicing <i>The following statements describe my need to fine-tune and consistently apply my knowledge of formative and summative assessments.</i>	Aware <i>The following statements describe my need for further assistance and support to fully implement formative and summative assessments.</i>
1	I can define and explain the difference between formative and summative assessments and I can provide examples.	I cannot readily define words such as formative and summative assessments, but I can identify examples when the terms are defined for me.	I am unfamiliar with these terms.
	Skilled 10		Aware 1
2	I can describe the uses for classroom assessment information beyond calculation of grades and believe that these uses are essential.	I know about many uses for assessment information other than grading and I'm attempting to implement some, but I'm not sure I completely understand these uses yet.	I want to use assessment information for more than grade calculation, but I am unsure of how to implement the other uses.
	Skilled 10		Aware 1
3	I monitor student performance and adjust instruction accordingly.	I monitor student performance but struggle to adjust instruction accordingly.	I monitor student performance but I'm unsure how to use the information to adjust instruction.
	Skilled 10		Aware 1
4	I plan formative and summative assessments that accurately measure my students' progress towards learning targets.	I plan summative assessments that accurately measure my students' progress towards learning targets.	I plan assessments for grading purposes only.
	Skilled 10		Aware 1
5	I utilize various assessment methods (paper/pencil, performance, portfolio, informal...) and can articulate when to use each method to allow students to show what they know.	I know that it is important to use a variety of assessments, but I'm not always certain which type is most effective to measure student learning.	I think I overuse one form of assessment.
	Skilled 10		Aware 1

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2. Learning Targets are Defined by Content Standards and Indicators

	Skilled <i>The following statements describe my knowledge and use of formative and summative assessment in my classroom during the past year of teaching.</i>	Practicing <i>The following statements describe my need to fine-tune and consistently apply my knowledge of formative and summative assessments.</i>	Aware <i>The following statements describe my need for further assistance and support to fully implement formative and summative assessments.</i>
1	I can define such terms as content standards, performance standards, indicators and benchmarks and I can provide examples.	I cannot readily define words such as content standard, performance standard, indicator and benchmark, but I can identify examples when the terms are defined for me.	I am unfamiliar with some of these terms.
	Skilled 10		Aware 1
2	I can answer the question, "What are your learning targets for students?"	I can sometimes answer the question, "What are your learning targets for students?"	I am unclear with how to identify learning targets.
	Skilled 10		Aware 1
3	I can write learning targets based on the content standards with regard to what students need to know and be able to do.	I plan instruction by identifying activities that would be engaging for students and then I go back to identify which learning targets I am emphasizing.	I understand the need for learning targets, but I'm not sure I can write learning targets based on content standards.
	Skilled 10		Aware 1
4	I develop units of instruction based on clearly defined learning targets.	I sometimes struggle to develop instruction based on clearly defined learning targets and goals.	I am unfamiliar with how to develop units of instruction based on learning targets.
	Skilled 10		Aware 1
5	I can clearly communicate which learning targets I plan to achieve during instruction. Because I use terms easily understood by students, parents, and others, these learning targets can be accurately repeated back to me.	I have tried to explain to students, parents, and others which learning targets they are to achieve in their instruction, but I am sometimes not entirely successful at the explanation.	I'm not always sure if the target statements can be easily understood by all of my students and parents.
	Skilled 10		Aware 1

