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| **Unit Assessment Planner – Assessment For, As and Of Learning** |
| **Lesson** | **Formative Assessment** | **Summative Assessment** |
| **Assessment for Learning****activities***eg. diagnostic assessment, formative assessment**checking for understanding* | ***Assessment as Learning activities****eg. peer and self assessment, reflection writing, rubrics as instructional tools* | **Assessment of Learning** **activities***eg. Tests, exams, essays, presentations, posters* |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
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| **8** |  |  |  |
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| **Criteria** | **5** | **4** | **3** | **2** | **1** | **0** |
| **The essential questions and key concepts** | I have discussed each of the essential questions. I have correctly used at least 6 of the key concepts listed.Peer Self  | Peer Self  | I have discussed 4 of the essential questions. I have correctly used at least 4 of the key concepts listed above.Peer Self  | Peer Self  | I have discussed one of the essential questions. I have correctly used at least 1 of the key concepts listed.Peer Self  | There is little or no evidence of these areas.Peer Self  |
| **The sustainable future of rainforests**  | I have listed at least 5 threats to the rainforests environment. I have described the possible impact and effects of each of these threats on the environment. I have suggested ways in which each of these threats can be reduced, stopped or avoided altogether. I have written at least 2 paragraphs discussing each threat. I have made a suggestion about the future of rainforests.Peer Self | Peer Self  | I have listed at least 3 threats to the rainforests environment. I have described the possible impact and effects of most of these threats on the environment. I have suggested ways in which most of these threats can be reduced, stopped or avoided altogether. I have written at least 1 paragraph discussing each threat. I have made a suggestion about the future of rainforests.Peer Self | Peer Self  | I have listed 1 threat to the rainforests environment. I have described the possible impact and effects of this threat on the environment. I have written at least 3 paragraphs discussing some of the threats. I have suggested ways in which this threat can be reduced, stopped or avoided altogether.Peer Self  | No concepts were usedPeer Self  |
| **Writing*****(Communicating with clarity and precision)*** | I have a title page with my name, the teacher’s name, due date and name of the assessment task. I have a correctly laid out contents page. My writing has correct spelling, grammar and punctuation. My sentences make sense. My writing is written in the correct text type. Peer Self  | Peer Self  | I have a title page with my name and/or the teacher’s name, due date and name of the assessment task. I have a contents page. My writing has mostly correct spelling, grammar and punctuation. Most of my sentences make sense. Most of my writing is written in the correct text type.Peer Self  | Peer Self  | I have a title page with my name and/or the teacher’s name, due date and name of the assessment task.I have some correct spelling, grammar and punctuation. Some of my sentences make sense. I have some correct text types.Peer Self  | No evidence of these areas.Peer Self  |
| **Planning** | I have 3 or more visual organisers used to show my data and planning. I have a timeline. I have 6 or more questions to research. I have conferenced with a peer at least twice and the teacher at least twice. I have detailed evidence of these conferences. I have drafted my work and I have made changes to improve the work. I have used a variety of thinking tools, such as the Hats and Habits of Mind to help my planning. Peer Self  | Peer Self  | I have 2 visual organisers used to show my data and planning. I have a timeline. I have drafted my work. I have 3-5 questions to research. I have conferenced with a peer or the teacher at least twice. I have some evidence of these conferences. My drafts show that I have made changes to my work. I have used some of the thinking tools, such as the Hats and Habits of Mind to help my planning. Peer Self  | Peer Self  | I have not used visual organisers. I have drafted my work. I have some evidence of drafts or conferences. I have less than 3 questions to research.Peer Self  | There is little or no evidence of these areas.Peer Self |
| **Bibliography** | I have 5 or more sources of information including both print and electronic types. Each reference has full details of the source. Peer Self  | Peer Self  | I have 3 or more sources of information including both print and electronic types. Each reference giving some of the details needed. Peer Self  | Peer Self  | I have attempted to write a bibliography. Peer Self  | There is little/no evidencePeer Self  |
| **Self assessment****(*Thinking about your thinking metacognition)***  | I have written a reflection talking about how I have used the Habits of Mind and I gave examples. I have completed a self assessment against the rubric as well as asked a peer to assess my work against the rubric. Peer Self | Peer Self  | I have written a reflection talking about my use of the Habits of Mind. I have completed a self assessment against the rubric or asked a peer to assess my work against the rubric.Peer Self  | Peer Self | I attempted to reflect on the Habits of Mind. I asked a peer or a teacher to look at my work. Peer Self  | There is little/no evidencePeer Self  |

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| **Assessment for Graduating Teachers (AfGT) Preparation Checklist** |
| AfGT Elements  | Awareness of requirementsReadingDiscussionClarification  | Connecting to AITSL standards | PracticePreparation on early rounds or earlier years | Feedback from mentor, fellow pre-service teachers, lecturers | ReflectionEvaluation Improvements made | AfGT elements completed |
| Element 1: Planning for Teaching and Learning.Plan a sequence of lessons and the associated assessment. |  |  |  |  |  |  |
| Element 2: Analysing Teaching Practice.Complete 2 videos of your teaching, reflect on them and collect, analyse and use mentor feedback. |  |  |  |  |  |  |
| Element 3: Assessing for Impact on Student Learning.Design and implement pre and post teaching assessments, analysing data and providing feedback to students |  |  |  |  |  |  |
| Element 4: Expanding Practice.Make situational judgements and respond to specific scenarios |  |  |  |  |  |  |

Note: Elements 1, 2 and 3 need to be completed in order and build upon each other.