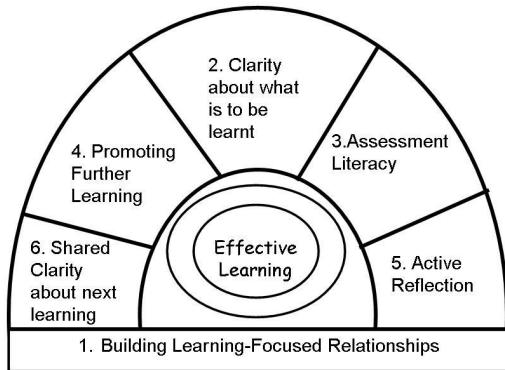




Consortium for
Professional
Learning



*Nāu te rourou, nāku te rourou, ka ora ai te iwi.
With your basket and my basket, we will feed the people*



ASSESSMENT FOR LEARNING 2016

Combined Teacher and Student Capabilities Matrix (Student capabilities have shaded background)

School:

Teacher:

Class:

Building Learning-focused Relationships (Page 1 of 2)

Based on Absolum M., *Clarity in the Classroom*, 2006

- The success of teaching and learning is founded on the quality of the relationship built between the teacher and the student.
- Students must have the opportunity and capability to contribute to how learning happens in the classroom, and have shared ownership and responsibility for learning with the teacher and peers. The student must be able to answer the question: 'What has to happen *now* that will best help me learn?'
- The teacher must know how to manage the motivational climate of the classroom and how to foster and build a learning-focused relationship with students whereby there is a shared ownership and responsibility for learning.
- This provides students with the maximum opportunity to build their own motivation to learn

	Stage 1	Stage 2	Stage 3	Stage 4
Learning environment	Students do not have the opportunity to contribute to the learning environment of the class, as the teacher makes these decisions.	Students participate in some activities which contribute to the creation of a classroom learning environment (e.g. class treaties).	○ Students contribute to the creation and maintenance of the classroom environment that will best promote learning.	○ Students are active and committed participants in creating and maintaining the classroom environment that best promotes learning and meets their learning needs. Students hold the teacher to account for his/her responsibilities in this relationship.
	○ Students' focus is on task completion, or behaviour, more so than learning. Students talk about what they are 'doing' rather than what they are 'learning'.	○ Students describe some classroom focus on learning.	○ Classroom is mostly focused on learning and students can describe the learning process.	○ Classroom is focused on learning and students can describe their contribution to the learning process.
	○ Teacher is central to all classroom decisions. Students' views are not considered in creating and maintaining a classroom learning environment.	○ Teacher considers ways of including students in creating and maintaining a classroom learning environment.	○ Teacher gives students opportunities to contribute to the creation and maintenance of the classroom environment that will best promote learning.	○ Teacher and students are active and committed participants in creating and maintaining the classroom environment that best promotes learning and meets the learning needs of students. Teacher and students hold each other to account for their responsibilities in this relationship.
	○ Classroom focus may be on task completion, or behaviour more so than learning	○ Some classroom focus on learning	○ Classroom is mostly focused on learning and students can describe the learning process.	○ Classroom is focused on learning and students can describe their contribution to the learning process.

Building Learning Focused Relationships (Page 2 of 2)

	o Stage 1	Stage 2	Stage 3	Stage 4
Locus of Control	o Students are not able to, or do not have the opportunity to, contribute to the content or the process of their learning, as the teacher decides these.	o Students have some opportunities to contribute to the content and/or process of their learning (e.g. task choice).	o Locus of control is starting to be shared. Students have the opportunity to contribute to decisions about content, process and learning experiences.	o Greater ownership of the lesson by students as responsibility shifts from teacher to student for learning. Content, process and choice of learning are experienced as co-constructed.
	o Students are unable to, or do not have the opportunity to, provide the teacher with guidance about how their learning is going.	o Students may provide some guidance to the teacher about how their learning is going when the teacher shares his/her evaluations with students.	o Students are able to discuss, evaluate and adjust the learning process to meet their needs when supported by the teacher.	o Students are independent learners who have a commitment to evaluating and adjusting their learning to meet their needs in partnership with the teacher.
	o Locus of control is with teacher, who makes decisions about content, process and learning experiences.	o Locus of control is mostly with teacher, who makes decisions about content, process and learning experiences with some input from students.	o Locus of control is starting to be shared. Teacher decides content, process and learning experiences with a lot of consultation with students.	o Greater ownership of the lesson by students as responsibility shifts from teacher to student for learning. Content, process and choice of learning are experienced as co-constructed.
	o Teacher evaluation of the learning process happens independently from students.	o Teacher evaluates the learning process and shares this with students.	o Teacher supports students by discussing and modelling how to evaluate and adjust the learning process to meet their needs.	o Teacher empowers students to be independent learners who have a commitment to evaluating and adjusting their learning to meet their needs in partnership with the teacher.
Involving parents in student learning	o Students are not able to, or do not have the opportunity to, talk to their parents about their learning progress.	o Students are able to talk to their parents about what they are learning at school.	o Students are able to lead conversations about their learning and progress with their parents when supported by the teacher.	o Students are able to lead conversations about their learning with their parents and describe their learning progress.
	o Teacher reports to parents on curriculum coverage and student achievement.	o Teacher encourages parents to talk with students about their learning	o Teacher supports students to talk to parents about their learning progress	o Teacher enables students to lead conversations about their learning so that parents/whanau build commitment and partnership in support of further learning

Being Clear About What is To Be Learnt (Page 1 of 2)

- Teachers and students will be clear about: what they are to learn; how and why they are going to learn it; and how they will know when they have been successful.

	Stage 1	Stage 2	Stage 3	Stage 4
Curriculum Understanding	<ul style="list-style-type: none"> Students do not know how the teacher decides what activities happen in the classroom and how these activities help them. 	<ul style="list-style-type: none"> Students can describe how the teacher decides what they are learning and how this relates to their teaching/learning groups. 	<ul style="list-style-type: none"> Students know how their learning relates to the curriculum in terms of meeting their group's curriculum level needs. 	<ul style="list-style-type: none"> Students know how their learning relates to the curriculum in terms of meeting their individual needs and identifying their next steps. Students can describe their individual learning goals and next steps.
	<ul style="list-style-type: none"> Teacher has an understanding of the curriculum and standards required at a particular level. Teaching and assessment decisions are driven only by curriculum coverage and unit and lesson planning. Planning focuses on whole class activities. 	<ul style="list-style-type: none"> Teacher has good understanding of the curriculum and the standards required at a particular level, and of some progressions of learning between curriculum levels. Planning involves learning intentions for whole class or groups, with some recognition of the need to cater for different levels of student achievement. 	<ul style="list-style-type: none"> Teacher has sound understanding of the curriculum and progressions of learning between curriculum levels. Can group students and develop learning intentions for each group. Planning begins to reflect student needs and shows some learning intentions and success criteria across curriculum levels. 	<ul style="list-style-type: none"> Teacher has sufficient depth of understanding of the specified curriculum and its progressions of learning to work with any student and identify his/her next learning step. Planning reflects student needs and shows multi-level learning Intentions and success criteria. Teacher is able to frame learning intentions in student accessible language.
Clarity about the Learning	<ul style="list-style-type: none"> Students are unable to describe what they are currently learning Students are unable to discuss the success criteria or describe what quality looks like in their own or others' work Students are unaware of exemplars and/or how to use them to help learning Students are not able to describe the relevance of their learning. Students accept the learning as given and do not ask the teacher to clarify aspects of the learning. 	<ul style="list-style-type: none"> Students may be able to describe their learning in general terms and/or can locate the learning intentions for the group or class Students may be able to say or locate success criteria but may not have an understanding of how these are used to improve their learning. Students read or look at exemplars when directed by the teacher but are unable to make links to improve their learning. Students are able to speak generally about the relevance of the learning, but this may be unrelated to current needs (e.g. 'to get a good job'). Student may ask the teacher if unsure about what they are learning and how to go about it. 	<ul style="list-style-type: none"> Students are able to describe the learning intention for their group. Students are able to describe the success criteria and how they help their learning. Students are beginning to select and use exemplars to identify aspects that display quality work and link these to their own learning. Students are able to describe why the learning is relevant for them in relation to their current learning Students are able to think about the clarity of their learning and check aspects of this with the teacher. 	<ul style="list-style-type: none"> Students are able to describe their learning in global and specific terms. Students are able to describe the characteristics of quality work, their contribution to developing success criteria, and how they use the criteria. Students are able to collectively and independently use exemplars or models to assist them in understanding the characteristics of quality work. Students can describe the full relevance of their learning. Students routinely check with the teacher any aspect of the learning that may not be clear or does not meet their expectations.

Being Clear About What is To Be Learnt (Page 2 of 2)

	Stage 1	Stage 2	Stage 3	Stage 4
Clarity about the Learning	<ul style="list-style-type: none"> ○ Teachers and students find it <i>difficult</i> to describe: <ul style="list-style-type: none"> ▪ what is to be learnt ▪ the relevance of that learning. ▪ how they will know when it has been learnt (learning intentions, success criteria, examples, modelling). ○ Whole class learning and activities. ○ Learning intentions (if present) tend to focus on task rather than learning. ○ Learning intentions, success criteria and exemplars mostly absent. 	<ul style="list-style-type: none"> ○ Teachers are <i>beginning</i> to, but students still find it difficult to, describe: <ul style="list-style-type: none"> ▪ what is to be learnt (lessons still likely to be task oriented). ▪ how they will know when it has been learnt (success criteria, examples, modelling). ▪ the relevance of that learning (or task) ○ Learning activities meet the needs of groups of students. ○ Learning Intentions are displayed and written in teacher speak, or are in fact activities. They may relate to learning but focus on surface features. ○ Some examples may be available but success criteria either absent, or decided by teacher, or related to task. ○ Teacher checks for understanding of the task but does not necessarily check for understanding of the learning. 	<ul style="list-style-type: none"> ○ Teachers <i>can describe</i> and students are <i>beginning</i> to describe: <ul style="list-style-type: none"> ▪ what is to be learnt ▪ the relevance of learning intentions to the big picture and to their own lives. ▪ how they will know when it has been learnt (success criteria, examples, modelling). ▪ the relationship between global and specific learning intentions ○ Learning intentions and activities meet the needs of groups of students ○ Learning intentions are displayed and written in student speak. ○ The range of learning intentions includes surface and deep features but may not capture the depth of learning involved. ○ Success criteria either decided by teacher or developed with students. Some examples and/or modelling are used and link to the Learning intention, success criteria and task. ○ Teacher checks student understanding of learning. 	<ul style="list-style-type: none"> ○ <i>Both</i> teachers and students are able to describe: <ul style="list-style-type: none"> ▪ what is to be learnt ▪ the full relevance of that learning. ▪ how they will know when it has been learnt (success criteria, examples, modelling). ▪ the relationship between curriculum, global and specific learning intentions. ○ Learning intentions and activities meet the individual and group needs of students and build on prior knowledge. ○ The range of learning intentions has appropriate balance between surface and deep features and captures the depth of learning involved. ○ Examples or modelling present and used by the teacher and/or students to develop relevant success criteria. ○ Teacher frequently checks students' understanding of intended learning and teaching sequence and whether it meets their expectations.

Assessment Literacy (Page 1 of 2)

<p>Assessment literacy is about the understandings and strategies students need in order to be involved in informal and formal assessment processes and use assessment information to decide on their current and future learning needs.</p>		<p>Assessment literacy is about the understandings and strategies teachers need in order to:</p> <ul style="list-style-type: none"> • be able to gather dependable information about the status of a student's (or group of students') learning • gather and aggregate information dependably • skilfully interpret and evaluate information for individuals and groups of students in order to decide on what to do next to support learning • contribute evidence to partnerships of learning (parents, colleagues, boards etc) <p>This capability is curriculum specific, although there are many cross-curricula links.</p>		
	Stage 1	Stage 2	Stage 3	Stage 4
Using Assessment Information	<ul style="list-style-type: none"> o Students do not know the purpose of assessments they undertake. o Students do not know the results of assessments they undertake. o Students do not have the skills or opportunity to self assess. 	<ul style="list-style-type: none"> o Students know that the teacher uses assessment data to support their learning. o Students do not contribute to assessment decisions, but know assessment results because the teacher shares them. o Students self assess when the teacher provides the opportunity. 	<ul style="list-style-type: none"> o Students understand the formative nature of assessment and, with teacher support, uses assessment data to determine where they are at with their learning. o Students contribute to some assessment decisions such as when assessments happen and how the results can be used. o Students use self and peer assessment, with teacher support, to assess their own and other students' progress. 	<ul style="list-style-type: none"> o Students understand that assessment, both informal and formal, is central to their learning and use it at all times to determine where they are at with their learning. o Students contribute to assessment decisions such as what to assess, how and when, and how to use the results to assist their further learning. Students see assessment as essential in helping them monitor their learning. o Students use self and peer assessment to independently assess their own and other students' progress.
	<ul style="list-style-type: none"> o Teacher assesses if required but may not use results for teaching and learning. Assessment is considered a separate activity from teaching. o There can be a reliance on formal 'testing' events in order to achieve a 'mark' that can be used to describe attainment or rank o Teacher sees formative and summative assessment as distinct concepts. o Teacher is unaware of the value of self and peer assessment, so gives students little opportunity or encouragement to do so. o Teacher collates test or exam results and students receive limited feedback about results. 	<ul style="list-style-type: none"> o Teacher sees assessment as linked with teaching and learning. Makes some efforts to use formal tests diagnostically and for learning. o Teacher has some awareness of the value of self and peer assessment and creates some opportunities for students to do this. o Teacher shares assessment results with students but may not involve students in assessment decisions. 	<ul style="list-style-type: none"> o Teacher has a good understanding of the formative nature of assessment and uses most assessment data to inform teaching and learning. o Teacher is aware of the value of self and peer assessment and teaches students how to do it through modelling the process. Opportunities are given to students to self and peer assess in the lesson sequence. o Teacher shares assessment results and students are encouraged to analyse test results and set goals. Some assessment decisions are made in consultation with students. 	<ul style="list-style-type: none"> o Teacher understands that assessment, both informal and formal, is central to teaching and learning and uses it formatively at all times to determine where individuals and groups are with their learning. o Teacher is aware of the essential value of self and peer assessment and enables students to independently assess their own and other students' progress. o Teacher always involves students in all forms of assessment (what to assess, how and when, how to use the results to assist their further learning). Students see assessment as essential in helping them monitor their learning.

Assessment Literacy (Page 2 of 2)

	Stage 1	Stage 2	Stage 3	Stage 4
Use of Assessment Tools	<ul style="list-style-type: none"> o Students do not understand how results from assessment tools are analysed. o Students do not have an understanding of their competence in a subject. o Students usually complete assessments when the teacher instructs them to do so. 	<ul style="list-style-type: none"> o Students know that the teacher analyses the results from assessment tools, but do not understand how to do this themselves. o Students have some understanding of whether they are competent or not in a subject. o Students complete assessments according to guidelines established by the teacher. 	<ul style="list-style-type: none"> o Students, with teacher support, are able to analyse the results from assessment tools to identify their learning needs. o Students have some understanding of their own achievement levels in relation to curriculum expectations o Students know that assessments provide valuable information and complete assessments according to guidelines established by the teacher. 	<ul style="list-style-type: none"> o Students are able to analyse the results from assessment tools in order to identify their learning needs. o Students understand their own achievement levels in relation to curriculum expectations and individual next steps. o Students understand that assessment opportunities provide valuable information about their learning and understand the importance of completing assessments according to guidelines.
	<ul style="list-style-type: none"> o Teacher has limited knowledge of assessment tools available and when and how to use them, and is reliant on instruction from school management about administering tests. o Teacher lacks confidence in the interpretation of relevant statistical terms – norm, mean, standard deviation, stanine, etc and the type of test they can be applied to. o Teacher has limited understanding of assessment validity, reliability and moderation and the importance of assessment quality control. 	<ul style="list-style-type: none"> o Teacher has some knowledge of assessment tools and when and how to use them. o Teacher understands some relevant statistical terms – norm, mean, standard deviation, stanine, etc and the type of test they can be applied to. o Teacher has some understanding of assessment validity, reliability and moderation and the importance of assessment quality control. 	<ul style="list-style-type: none"> o Teacher is familiar with most assessment materials available in a subject, is skilled in administration, marking and interpretation o Teacher understands and can explain most relevant statistical terms – norm, mean, standard deviation, stanine, etc and the type of test they can be applied to o Teacher understands the importance of assessment quality control (validity, reliability and moderation) in order to have meaningful information from formal tests. 	<ul style="list-style-type: none"> o Teacher knows when and how to use appropriate assessment tools in the relevant subject, is skilled in all aspects of administration, marking and interpretation (eg AsTTle, PAT, Star, Narrative, Gloss) o Teacher understands and can explain all relevant statistical terms – norm, mean, standard deviation stanine etc. o Assessment materials are used fully in accordance with guidelines to deliver dependable information. Validity, reliability and quality control are seen to be important. Moderation is carried out carefully. Routine cross-checks are made on marking and data entry accuracy.
Big Picture of Assessment	<ul style="list-style-type: none"> o Students do not know how assessments are used. 	<ul style="list-style-type: none"> o Students know that assessments are used by the teacher but are not sure how. 	<ul style="list-style-type: none"> o Students understand that their assessments are used by the teacher to identify individual and class needs. 	<ul style="list-style-type: none"> o Students understand that their assessments are used to identify individual, class, cohort and school needs.
	<ul style="list-style-type: none"> o Teacher has little understanding of how aggregated achievement data is used school-wide, nationally and internationally, and how it relates to his/her classroom practice. 	<ul style="list-style-type: none"> o Teacher has some understanding of how aggregated achievement data is used school-wide, nationally and internationally, and how it relates to his/her classroom practice. 	<ul style="list-style-type: none"> o Teacher understands how aggregated achievement data is used school-wide, nationally and internationally, and how these 'big picture' analyses relate to his/her classroom practice. 	<ul style="list-style-type: none"> o Teacher understands how aggregated achievement data is used school-wide, nationally and internationally, and how these 'big picture' analyses relate to his/her classroom practice and whole school review.

Promoting Further Learning (Page 1 of 3)

<p>Promoting further learning describes the skills and strategies that students need in order to manage the quality of feedback they receive about their learning. The feedback may be from work in books, e-portfolios, assignments or tasks that students are engaging in.</p>	<p>Promoting Further Learning describes the strategies used by teachers and students to close the gap between the current state of learning and the current desired goal. It naturally follows on from assessment.</p> <p>Closing the gap strategies that promote further learning:</p> <ul style="list-style-type: none"> • Prompt types- to focus attention on aspects or features of the learning context, in order to reduce the gap. Feedback can be given as statements or questions, and can employ modelling, exemplars, reminders, scaffolding and reflective probing. • Learning conversation – where a concept or argument is examined through extended discussion where both learner and teacher are equal participants. This encourages participants to reflect about the learning. • Feedforward – where pointing to next learning steps illuminates aspects of current performance. • Reinforcement – where affirmation is given for any closing or narrowing of the gap in a way that is appropriate for the learner. • Explanation/Information- where either a new explanation is given or additional information is provided, to help clarify the learning. 		
Stage 1	Stage 2	Stage 3	Stage 4
Timing o Students rely on the teacher to give feedback only at the end of the learning. o Students rarely act on feedback.	o Students may seek feedback during and/or at the end of the learning. o Students may act on feedback when the teacher sets aside time to do so.	o Students seek feedback regularly and while relevant during the learning. o Students use time that the teacher sets aside to act on feedback that will improve their work.	o Students gauge when feedback is needed, and seek it, to promote learning (not too soon, not too late). o Students independently take time to act on feedback to improve their work.
o Feedback, either written or oral, is given at the end of the learning. o Teacher expects students to act on feedback in their own time.	o Teacher may give feedback during and/or at the end of the learning. o Teacher sometimes allows time for students to act on feedback by improving work.	o Teacher gives feedback regularly and while relevant during the learning. o Teacher allows time for students to act on feedback by improving work.	o Teacher and students carefully gauges when feedback is needed to promote learning (not too soon, not too late). o Teacher allows time for, and students can independently act on, feedback to improve their work.

Promoting Further Learning (Page 2 of 3)

	Stage 1	Stage 2	Stage 3	Stage 4
Student involvement	<ul style="list-style-type: none"> o Students are reliant on the teacher to decide when they need and get feedback. o Students' conversations with the teacher address the task, rather than their learning. o Students are unsure of what to do with teacher feedback and how to act on it, and do not seek clarification from the teacher. o Students do not seek additional explanation/ information that may promote their learning. Students are motivated by extrinsic rewards. 	<ul style="list-style-type: none"> o Students may ask for feedback from their teacher when they need it. o Students' conversations with the teacher begin to focus on the intended learning for the lesson. o Students listen to the teacher's feedback and usually understand how to act on feedback to improve their work. o Students may seek additional explanation/ information to promote their learning but it may not be in a timely manner. o Students are motivated by extrinsic rewards, but know these relate to the intended learning. 	<ul style="list-style-type: none"> o Students sometimes initiate and lead feedback conversations. o Students' conversations with the teacher are focused on the intended learning and show that they are starting to reflect about how their learning is going. o Students engage in two-way feedback conversations (with teacher or other students) that relate to the intended learning and support their current learning and next steps o Students seek timely information /explanation which may take their learning further faster. o Students begin to develop intrinsic motivation for improving their work. 	<ul style="list-style-type: none"> o Students initiate and lead conversations about their learning. Feedback may come from the teacher or other sources. o Through extended conversations with their teacher, students reflect at a deeper level about their learning and how it is going. o Students are able to articulate the level of support they require (e.g. reminder, scaffold, example, or reinforcement,) that supports their current learning and next learning steps. o Students are able to independently access explanation or additional information (from teacher or other sources) that will promote their learning. o Students are intrinsically motivated to make improvements and deepen their understanding.
	<ul style="list-style-type: none"> o Teacher does not expect students to ask for feedback. o Conversations tend to be about the task or activity. 	<ul style="list-style-type: none"> o Teacher asks students to seek support when they need it. o Conversations focus on the learning that is being explored. 	<ul style="list-style-type: none"> o Teacher encourages students to initiate and lead conversations o Conversations start to get students to think and reflect about how their learning is going 	<ul style="list-style-type: none"> o Teacher expects students to initiate and lead conversations about their learning. Feedback may come from the teacher or other sources o Extended conversations with students provide an opportunity for students to reflect with their teacher at a deeper level about their learning and how it is going.

Promoting Further Learning (Page 3 of 3)

	Stage 1	Stage 2	Stage 3	Stage 4
Closing the gap strategies	<ul style="list-style-type: none"> o Students are not clear about their next learning steps. o Feedback may be in teacher speak, identifies many errors including those not related to the LI or SC, and may not include suggestions for improvement. Teacher uses questioning mostly. Sometimes students may experience this as 'guess what's in the teacher's head'. o Teacher is reluctant to give students additional information and relies on alternative strategies eg persistent questioning. o Teacher reinforcement tends to be extrinsic and oriented towards pass/fail, to reward compliance and behaviour rather than learning. 	<ul style="list-style-type: none"> o Students know their next steps because the teacher has told them, or they describe next steps unrelated to current learning. o Feedback is in student appropriate language and may relate to the LI and SC. It may contain some suggestions for improvement and may utilize appropriate prompts. Teacher relies less on questioning and more on a variety of strategies to engage students in a two way dialogue. o Teacher is unsure of when provision of further explanation/information is needed to promote further learning. o Teacher gives currency to extrinsic rewards eg sticker /points mean all SC have been met. 	<ul style="list-style-type: none"> o Students can describe their next learning steps in relation to current learning and may refer to resources such as curriculum exemplars or matrices. o Feedback relates to the LI and SC, and contains suggestions for improvement using appropriate prompts. Feedback engages students in a two-way dialogue. o Teacher realises that timely information /explanation may take the learning further faster. o Teacher ensures affirmations relate to improvement. There may or may not be extrinsic rewards or marks to affirm attainment. 	<ul style="list-style-type: none"> o Students are able to see the next steps of their learning through conversations that strongly build on current learning, and relate to bigger patterns of meaning and understanding using available curriculum matrices and other resources. o Teacher is able to flexibly use full range of prompt types (e.g. reminder, scaffold, example) so that students experience rich focused information about their learning and the appropriate level of support for their next learning step. o Teacher is skilled at deciding when explanation or additional information (from teacher or peers) is needed and is able to provide this in ways accessible to students. o Reinforcement may be extrinsic, but is more likely to be intrinsic, focused on recognizing and affirming increasing understanding/learning
Next steps (feed forward)	<ul style="list-style-type: none"> o Teacher does not clarify next learning steps to or with the students. 	<ul style="list-style-type: none"> o Feed forward about where-to-next may be given as ad hoc steps, relying only on the teacher's professional curricular knowledge. 	<ul style="list-style-type: none"> o Conversations about where-to-next build on current learning, may relate to an exemplar but may not make links for students to bigger patterns of meaning and understanding. 	<ul style="list-style-type: none"> o Conversations about where-to-next strongly build on current learning, relate to bigger patterns of meaning and understanding, using available curriculum matrices and other resources that enable students to see their next steps. See Clarity about Next Steps.

Active Reflection (Page 1 of 2)

Active reflection requires students, with teacher support, to evaluate the effectiveness of the learning and learning process.

It is about monitoring every aspect of the teaching and learning process (planning, learning, teaching, assessing and student achievement) so connections can be made about what has worked well and what has not been so successful, and programme adjustments can be made. This is often referred to as 'using metacognitive strategies'. Active reflection requires both teachers and students to evaluate the effectiveness of the learning and learning process.

It is about monitoring every aspect of the teaching and learning process (planning, learning, teaching, assessing and student achievement) so connections can be made about what has worked well and what has not been so successful, so that programme adjustments can be made. This is often referred to as 'using metacognitive strategies'. Teachers should use these reflective or evaluative strategies and assist students to use them.

	Stage 1	Stage 2	Stage 3	Stage 4
Reflection about learning	<ul style="list-style-type: none"> ○ Students do not reflect on their learning, although teachers may ask them to share and discuss their work at the end of lessons. 	<ul style="list-style-type: none"> ○ Students share and discuss their work when the teacher asks them to, and they understand the purpose for sharing work. 	<ul style="list-style-type: none"> ○ Students use assessment information (e.g. self assessment) to reflect with their teacher on their learning. ○ Students begin to reflect on their own future learning needs and next steps with their teacher. ○ Students begin to reflect on their learning independently. 	<ul style="list-style-type: none"> ○ Reflection is evidence based. ○ Students routinely reflect, and talk reflectively, about what is intended to be learnt, where they have got to, and where they will go next. They also routinely reflect about the learning process. Reflection can take various forms, e.g. a formal plenary session, a learning diary, peer reflection or student conference.
	<ul style="list-style-type: none"> ○ Teacher reflection occurs independently of students, may not be linked to assessment information, may centre on surface features of the lesson or the enjoyment. ○ Teacher regularly asks students to share work at the end of a lesson and discussion may centre on surface features. 	<ul style="list-style-type: none"> ○ Some teacher reflection occurs as a sharing with the students and the purpose for sharing work is explained. ○ Plenary is the most common form of formal reflective format. 	<ul style="list-style-type: none"> ○ Much teacher reflection occurs with the students and is based on good quality assessment information. ○ Teacher starts to involve students in reflecting on their own future learning needs and next steps. ○ Reflection is not limited to plenary. 	<ul style="list-style-type: none"> ○ Reflection is evidence based. ○ Both teacher and students routinely reflect, and talk reflectively, about what is intended to be learnt, where they have got to, and where they will go next. They also routinely reflect about the learning process. Reflection can take various forms, e.g. a formal plenary session, a learning diary, peer reflection or student conference.
Learning and taught to be reflective	<ul style="list-style-type: none"> ○ Students' reflection happens only when teachers talk to students. Reflection focuses mainly on surface features and enjoyment. 	<ul style="list-style-type: none"> ○ Students, with teacher support, reflect on their learning when they talk to teachers and peers in a plenary. 	<ul style="list-style-type: none"> ○ Students respond to reflective questions in a plenary and reflection starts to happen independently. 	<ul style="list-style-type: none"> ○ Students are able to reflect independently of the teacher to evaluate their learning and the learning process.
	<ul style="list-style-type: none"> ○ No opportunities are given for class reflection. ○ Student reflection happens only when teachers talk to students. 	<ul style="list-style-type: none"> ○ Sometimes teacher refers to metacognitive processes and starts modelling the plenary process. ○ Student reflection happens when they talk with teachers and peers. 	<ul style="list-style-type: none"> ○ Teacher models own metacognitive processing as well as expecting students to respond to reflective questions in the plenary. ○ Student reflection starts to happen independently. 	<ul style="list-style-type: none"> ○ Students are able to reflect independently of the teacher to evaluate their learning and the learning process.

Active Reflection (Page 2 of 2)

	Stage 1	Stage 2	Stage 3	Stage 4
Self or peer assessment	<ul style="list-style-type: none"> o Students do not self assess. 	<ul style="list-style-type: none"> o Self or peer assessment sometimes leads to reflection. 	<ul style="list-style-type: none"> o Students often use self or peer assessment in order to reflect about their learning. 	<ul style="list-style-type: none"> o Self or peer assessment is a routine step in the learning process and leads to students reflecting at a deeper level about their learning.
	<ul style="list-style-type: none"> o Self or peer assessment is not part of the classroom culture. 	<ul style="list-style-type: none"> o Self or peer assessment sometimes leads to reflection. 	<ul style="list-style-type: none"> o Self or peer assessment is often used to assist students to reflect about their learning. 	<ul style="list-style-type: none"> o Self or peer assessment is a routine step in the learning process and leads to students reflecting at a deeper level about their learning.
Reflection about the learning culture	<ul style="list-style-type: none"> o Students may reflect on their task completion, active involvement or enjoyment of lessons, when prompted by teacher. 	<ul style="list-style-type: none"> o Students, when supported by the teacher, reflect on their engagement in the learning processes and their level of commitment to their learning. 	<ul style="list-style-type: none"> o Students begin to reflect, together with their teacher, in a formal way about how they can engage more with their learning. o Students reflect (with teacher support) on their level of commitment to their learning and their sense of ownership of the process. o Students and their teacher may discuss the partnership that exists and how it could be enhanced. 	<p>Students, together with their teacher:</p> <ul style="list-style-type: none"> o Routinely reflect on what they could do to make the learning more engaging and enjoyable. o Reflect frequently on their commitment to learning and their sense of ownership of the process. o Discuss whether a genuine co-constructed partnership exists in the classroom, and monitor this periodically.
	<ul style="list-style-type: none"> o Teacher reflects mainly on achievement, task completion, active involvement or enjoyment of the students. o Teacher reflects about level of student commitment and shares this with the students. o Reflection about partnership absent. 	<ul style="list-style-type: none"> o Teacher checks that the students are engaged in the learning processes. o Teacher reflects with students about level of student commitment. o Teacher starts to reflect on the partnership that exists in the classroom. 	<ul style="list-style-type: none"> o Teacher and students begin to reflect together in a formal way about how they can engage more with their learning. o Teacher supports students to reflect on their level of commitment to their learning and their sense of ownership of the process o Teacher and students are starting to discuss the partnership that exists and how it could be enhanced. 	<p>Both teacher and students:</p> <ul style="list-style-type: none"> o routinely reflect on what they could do to make the learning more engaging and enjoyable. o reflect frequently to monitor students' commitment to learning and their sense of ownership of the process. o discuss whether a genuine co-constructed partnership exists in the classroom, and monitor this periodically.
Professional Reflection	<ul style="list-style-type: none"> o Teacher reflects on own teaching practice based on previous experience and professional input. 	<ul style="list-style-type: none"> o Teacher reflects on feedback from others to adjust teaching using Assessment for Learning strategies. Uses Assessment for Learning capabilities to gauge where he/she sits. 	<ul style="list-style-type: none"> o Teacher uses scheduled feedback, Assessment for Learning capabilities and discussions with others as a basis for reflection on practice. 	<ul style="list-style-type: none"> o Teacher uses opportunities, separate from reflection with the students, for own professional reflection about how strongly Assessment for Learning capabilities are evident in practice. Various methods are used - Quality Learning Circles, professional reading, mentors, experts.

Clarity About Next Learning Steps (Page 1 of 2)

<p><i>'Next steps' is about:</i></p> <ul style="list-style-type: none"> the knowledge students have about where the learning is headed The knowledge the students have of the curriculum progressions of the learning what the students need to do to play their part in ensuring that the teaching and learning has direction for them 		<p><i>'Next steps' is about:</i></p> <ul style="list-style-type: none"> the direction or the plan that the teacher needs to have about where the learning is headed what the teacher needs to do in order to effectively communicate the direction to the students; it addresses the question, 'After we have learnt this, what do we learn next?' what the students need to do to play their part in ensuring that the teaching and learning has direction for them 		
Starting with the end in mind	Stage 1	Stage 2	Stage 3	
	<ul style="list-style-type: none"> Students have no clear idea of the immediate or global context for their learning. 	<ul style="list-style-type: none"> Students are unclear of what they should understand by the end of the lesson or unit, but know the teacher understands this. 	<ul style="list-style-type: none"> Students are mostly clear about what they should understand by the end of the lesson or unit. 	<ul style="list-style-type: none"> Students are clear about what they should understand by the end of the lesson or unit.
Subject Knowledge	<ul style="list-style-type: none"> The teacher does not refer to the big picture during the lesson. 	<ul style="list-style-type: none"> Only the teacher is clear about the big picture and what they want students to understand by the end of the unit or lesson. 	<ul style="list-style-type: none"> The teacher and some students are clear about what they want students to understand by the end of the lesson or unit, and this may be referred to during the lesson. 	<ul style="list-style-type: none"> The teacher and students are clear about what students should understand by the end of the lesson or unit, and this is referred to during the lesson.
	<ul style="list-style-type: none"> The teacher is building subject knowledge. 	<ul style="list-style-type: none"> The teacher is knowledgeable in the subject. 	<ul style="list-style-type: none"> The teacher is expert in the subject but may not keep current with recent research, new technologies and new ideas in the subject. 	<ul style="list-style-type: none"> The teacher is expert in the subject and keeps current through reviewing recent research, new technologies and new ideas in the subject.

Clarity About Next Learning Steps (Page 2 of 2)

	Stage 1	Stage 2	Stage 3	Stage 4
Subject Learning Progressions	<ul style="list-style-type: none"> o Students do not know the curriculum progressions of the subject they are learning. 	<ul style="list-style-type: none"> o Students do not know the curriculum progressions of the subject they are learning but may know their current curriculum levels within the subject. 	<ul style="list-style-type: none"> o Students know some curriculum progressions in the subject, relative to their current achievement levels. 	<ul style="list-style-type: none"> o Students know the learning progressions of the curriculum and understand their current achievement levels in relation to them.
	<ul style="list-style-type: none"> o The teacher is unsure of the learning progressions of the concepts and understandings in the curriculum. 	<ul style="list-style-type: none"> o The teacher refers to curriculum materials to find the learning progressions of the concepts and understandings in the curriculum. 	<ul style="list-style-type: none"> o The teacher knows the learning progressions of the concepts and understandings in the curriculum, within the class's level. 	<ul style="list-style-type: none"> o The teacher knows the learning progressions of the concepts and understandings in the curriculum, and is confidently able to work with any student at any level.
Identity with the subject	<ul style="list-style-type: none"> o Students do not identify with the subject. 	<ul style="list-style-type: none"> o Students do not see themselves as 'writers/mathematicians', etc, but see the teacher as such. 	<ul style="list-style-type: none"> o Students have some sense of identity with the subject so that they see themselves as developing their writing skills/ mathematics skills, etc. 	<ul style="list-style-type: none"> o Students identify with the subject so that they see themselves as 'writers, mathematicians' etc.
	<ul style="list-style-type: none"> o The teacher is unsure of the learning progressions of the concepts and understandings in the curriculum. 	<ul style="list-style-type: none"> o The teacher has some essence of the subject identity, speaking of him/herself as a writer, mathematician etc. 	<ul style="list-style-type: none"> o The teacher makes some suggestions to students about identifying themselves as 'writers, mathematicians' etc. 	<ul style="list-style-type: none"> o The teacher is able to build student identity with the subject so that students see themselves as 'writers, mathematicians' etc.
Where to next	<ul style="list-style-type: none"> o Students have no means to identify what they need to learn next. 	<ul style="list-style-type: none"> o Students do not use resources to identify what they need to learn next, but the teacher may tell them their next steps. 	<ul style="list-style-type: none"> o Students, with teacher support, use available curriculum resources to help them identify what they need to learn next. 	<ul style="list-style-type: none"> o Students can use available curriculum resources to find where their achievement is at and what they need to learn next.
	<ul style="list-style-type: none"> o Resources to assist with learning progression are in the classroom but may not be used. 	<ul style="list-style-type: none"> o The teacher uses available curriculum resources to see what students need to learn next. 	<ul style="list-style-type: none"> o The teacher works with students to use available curriculum resources to help students identify what they need to learn next. 	<ul style="list-style-type: none"> o The teacher expects students to use available curriculum resources to find where their achievement is at and what they need to learn next.

