

Table 6.1: Teacher and Student Roles When Using Assessment Tools

Area of Focus	Role of the Teacher	Role of the Student
Essential (or Priority) Goals	<ul style="list-style-type: none"> Clarify and map essential (or priority) standards, outcomes, or goals. These goals often emerge from mandated state or provincial documents. 	<ul style="list-style-type: none"> Focus on the essential (or priority) standards, outcomes, or goals in daily learning and goal setting.
Proficiency	<ul style="list-style-type: none"> Develop clarity about proficiency of skill, understanding, or both (what students will do and to what degree of quality). Share these expectations with students. 	<ul style="list-style-type: none"> Use exemplars, criteria, and other tools to develop understanding of proficiency. Students will use these tools during analysis.
Documentation	<ul style="list-style-type: none"> Clarify, for students, which documentation (data and artifacts) they might collect and align this documentation with essential (or priority) goals. Communicate the degree of privacy students can expect for their data notebooks and other self-assessment processes and why. Help students determine how to organize their documentation to facilitate analysis and goal setting. Communicate schedules and timelines for data notebooks and other self-assessment tools. Ensure students document learning at various stages. 	<ul style="list-style-type: none"> Collect documentation (data and artifacts) before, during, and after learning. Label documentation with the learning goals they represent. Create and maintain organization of data notebooks. Gather documentation by established deadlines.
Artifact and Data Analysis	<ul style="list-style-type: none"> Select the kind of analysis that best supports the learning goals. Explicitly teach students how to analyze data and artifacts—use predictable protocols. Provide time for students to analyze data and artifacts and time for them to plan a response. Model analysis so students can visualize success. Offer suggestions for how to organize data and artifacts so they can be easily analyzed. Nurture a classroom climate and culture that supports risk taking and mistake making. 	<ul style="list-style-type: none"> Engage in artifact or data analysis. Apply protocols and processes. Use analysis to figure out next steps. Organize data and artifacts so analysis is easier. Take risks, make mistakes, celebrate successes, and connect these things to decisions made.

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Area of Focus	Role of the Teacher	Role of the Student
Goal Setting	<ul style="list-style-type: none"> • Support students in focusing on necessary long-term goals. • Invite students to set short-term goals. • Allow students to make some decisions about steps they will take and strategies they will use. Offer ideas when appropriate. • Provide time for students to both set goals and work on those goals. • Make time for students to revisit their goals frequently and determine how they are going (strengths and needs). • Provide templates and processes to guide goal setting. • Connect goal setting to proficiency. 	<ul style="list-style-type: none"> • Set short-term goals that align with long-term goals. • Make decisions about actions that will be taken to support goals (work alongside the teacher for options). • Use data and artifacts to guide goal setting. • Imagine future state. • Return to goals to reflect, celebrate, and make changes as needed. • Use templates and processes provided. • Use exemplars and success criteria to guide decisions. • Take ownership for decisions and consequences of those decisions.
Celebrating	<ul style="list-style-type: none"> • Get to know learners and discover how they like to be celebrated. • Support students in celebrating strengths and successes. • Make regular time to celebrate. • Connect celebrations to goals and decisions. 	<ul style="list-style-type: none"> • Identify and acknowledge strengths and successes. • Determine ways to celebrate that feel good. • Celebrate with others when it makes sense. • Connect celebrations to goals and decisions.
Family Engagement	<ul style="list-style-type: none"> • Let families know how data notebooks and other self-assessment tools will be used. • Share successes with families when appropriate. • Engage families in supporting learning. 	<ul style="list-style-type: none"> • Share goals, successes, and challenges of learning with family. • Accept support and encouragement. • Let teacher know of concerns.