

THREE – Pre-Assessment

Excellent Learning Environment ←
Proficient
Developing
→ Limited Learning Environment

TEACHER

Prior Knowledge	<ul style="list-style-type: none"> I regularly and purposefully activate the students' prior knowledge or previous experience to determine where students are in relation to the outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> I activate the students' prior knowledge or previous experience to determine where students are in relation to the outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> I sometimes activate the students' prior knowledge or previous experience to determine where students are in relation to the outcome(s)/individual learning goals. 	<ul style="list-style-type: none"> I rarely activate the students' prior knowledge or previous experience to determine where students are in relation to the outcome(s)/individual learning goals.
Pre-Assessment Tools	<ul style="list-style-type: none"> I regularly and purposefully use a variety of pre-assessment tools (<i>KWL charts, pre-tests, baseline samples, cognitive and behavioural assessments, etc.</i>). 	<ul style="list-style-type: none"> I use a variety of pre-assessment tools (<i>KWL charts, pre-tests, baseline samples, cognitive and behavioural assessments, etc.</i>). 	<ul style="list-style-type: none"> I sometimes use a variety of pre-assessment tools. 	<ul style="list-style-type: none"> I rarely use pre-assessment tools.
Planning	<ul style="list-style-type: none"> I regularly and purposefully use pre-assessment data (formatively not summatively) in planning delivery of outcome(s). 	<ul style="list-style-type: none"> I use pre-assessment data (formatively not summatively) in planning delivery of outcome(s). 	<ul style="list-style-type: none"> I sometimes use pre-assessment data (formatively not summatively) in planning delivery of outcome(s). 	<ul style="list-style-type: none"> I rarely use pre-assessment data in planning delivery of outcome(s).

STUDENT

Engagement	<ul style="list-style-type: none"> Students are regularly and purposefully engaged in demonstrating their current understanding of the outcome(s)/learning goals. 	<ul style="list-style-type: none"> Students are engaged in demonstrating their current understanding of the outcome(s)/learning goals. 	<ul style="list-style-type: none"> Students are sometimes engaged in demonstrating their current understanding of the outcome(s)/learning goals. 	<ul style="list-style-type: none"> Students are rarely engaged in demonstrating their current understanding of the outcome(s)/learning goals.
Reflection	<ul style="list-style-type: none"> Students regularly and purposefully communicate their learning relative to the outcome(s)/learning goals. 	<ul style="list-style-type: none"> Students communicate their learning relative to the outcome(s)/learning goals. 	<ul style="list-style-type: none"> Students sometimes communicate their learning relative to the outcome(s)/learning goals. 	<ul style="list-style-type: none"> Students rarely communicate their learning relative to the outcome(s)/learning goals.