Inclusive Assessment Tools

promoting

Student-led assessment

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pypteachingtools.com
Dear Teachers,
Thank you for your loyalty!
It is my pleasure to share these student-led assessment resources with you for free. They can be integrated throughout your unit of inquiry or for any independent subject.

I hope that you are able to find use with them, in addition to the information in my blog.

In friendship,
Susan

P.S. Let’s keep in touch:

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Instagram
Pinterest
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My Journey Through the Unit of Inquiry

Reflect upon the new unit. Record your thinking, goals & progress.

Goals: Knowledgeable, Reflective, Inquirer

- What do you already know about this unit?
- What questions do you have about this inquiry?
- What do you know about the concepts within the inquiry?
  - Key concepts:
    - Related concepts:
- How will you help yourself within this unit?
  - Self Management:
    - Research:
    - Other:
- What skills will you need to develop or learn?
- Which of your Learner Profile attributes will you focus on within this unit?
  - Explain why?
- How will you show success at the end of the unit?
  - Explain why?
### ‘s Reflection: My Journey Through the Unit of Inquiry

Reflect upon the new unit. Record your thinking, goals & progress.

#### Goals: Knowledgeable, Reflective, Inquirer

<table>
<thead>
<tr>
<th>What do you <strong>already</strong> know about this unit?</th>
<th>What questions do you have about this inquiry?</th>
<th>What do you know about the concepts within the inquiry?</th>
<th><strong>Key concepts:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Related concepts:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Research:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Other:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What skills will you need to develop or learn?</th>
<th>Which of your Learner Profile attributes will you focus on within this unit?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Explain why?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do I want to understand or learn by ______</th>
<th>Date or time: ______</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Goal:</strong> I want to understand or learn to...</th>
<th><strong>Data source:</strong> Where did this data come from? How do I know I need this?</th>
<th><strong>Success Criteria:</strong> How will I KNOW that I have met my goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 1 of 2
### My Journey Through the Unit of Inquiry

**Progress Check: Knowledgeable, Reflective, Inquirer**

- **What have you learned about so far?**
- **What do you still have about this inquiry?**
- **What have you learned about the concepts within the inquiry?**
  - **Key concepts:**
  - **Related concepts:**
- **How have you helped yourself within this unit?**

- **What successes have you already noticed?**

- **What skills have you struggled with or improved with?**

- **Reflect upon your progress with your goals so far?**
- **Chart your success below.**

**Most success! .........................a work in progress.**

[Diagram with bar chart showing progress]
I Can Assess Myself

- Reflect on yourself as you completed an activity.
- Write, sketch, doodle, explain, show, chart, grade.

I am a ROCKSTAR!

I need to work on:

Activity:
The Key Concepts

- How confident are you? Assess your knowledge of the key concepts.

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Complete the key questions</th>
</tr>
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<tbody>
<tr>
<td>Form</td>
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</tr>
<tr>
<td>Function</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Connection</td>
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</table>

**Focus: Choose 3 of the Key Concepts**

<table>
<thead>
<tr>
<th></th>
<th>Record one more thing you know or understand about this concept <em>related to your unit or a subject.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

*Which key concept may cover these *related* concepts?*

<table>
<thead>
<tr>
<th>Relationships =</th>
<th>Beliefs =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems =</td>
<td>Conflict =</td>
</tr>
</tbody>
</table>
**The Key Concepts**

*How confident are you? Assess your knowledge of the key concepts.*

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**Focus: Choose 3 of the Key Concepts** | Record one more thing you know or understand about this concept.

1. |
2. |
3. |
The Key Concepts

• Assess your knowledge of the key concepts.

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<tr>
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<td>• What _______________?</td>
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<tr>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>Function</td>
<td>• How _______________?</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>Causation</td>
<td>• What _______________?</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>Connection</td>
<td>• How _______________?</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>Responsibility</td>
<td>• Who or what _______________?</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>Perspective</td>
<td>• What _______________?</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td>Change</td>
<td>• How _______________?</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
</tbody>
</table>

Focus: Choose 3 of the Key Concepts

Record one more thing you know or understand about this concept related to your unit or a subject.

1. 
2. 
3.
The Key Concepts

- How confident are you? Assess your knowledge of the key concepts.

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Write or draw to show your understanding of the key concepts related to your unit or a subject.</th>
</tr>
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<td>Change</td>
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</tbody>
</table>
Peer Observation
Anecdotal Notes

I am observing: ____________________________________

The activity is: _____________________________________

Date: ____________________________

<table>
<thead>
<tr>
<th>Skills I observed:</th>
<th>Learner Profile observed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths I observed:</th>
<th>Challenges I observed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

- Have your peer record their thoughts of your observation of them here.
- Think about next steps & goals.
My name is

_____________________

Your name here

I am observing

_____________________

Your partner’s name here

• Draw or write what you observe.
• Tell your partner what you observed them doing well.
• Tell your partner what you think they could work on improving.
My name is

_____________________
Your name here

I am observing ________________

Your partner’s name here

• Draw or write what you observe.
• Tell your partner what you observed them doing well.
• Tell your partner what you think they could work on improving.

Very well done!

Maybe this could be improved?

Oops! We can fix this.

Well done!
Teacher Information

When developing a summative assessment with the children, use the acronym GRASPS to help them with structuring their plan for their assessment activities. The structure helps guide their thinking and planning of their own assessment. This model comes from “Understanding by Design” by Wiggins & McTighe.

**G = Goal:**
- What is the enduring or transferable conceptual understanding that you want?
- Be sure to use language used within the central idea/related concepts within the summative assessment.

**R = Role:**
- What is the role you will take in the summative assessment?

**A = Audience:**
- Who will you be presenting your knowledge/product to?

**S = Situation/Scenario:**
- What real-world task will you be working on?

**P = Product/Performance:**
- What will you create to show your knowledge and understanding?

**S = Standards:**
- What are the criteria for success?
- What must you accomplish to show understanding & knowledge?
**Group Summative Assessment**

Our purpose is an inquiry into:

<table>
<thead>
<tr>
<th>G</th>
<th>oal:</th>
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