

# Network of Performance Based Schools

## Becoming A Learning Focused Learning Community through the Use of Formative Assessment School Self Assessment –2006-2007

School: \_\_\_\_\_ District: \_\_\_\_\_

Please check the number of years your school has been part of the  
Network:

0 – 1 \_\_\_\_ 2 – 3 \_\_\_\_ 4 – 6 \_\_\_\_ 6+ \_\_\_\_\_

1. In every class in our school, learners are clear about the learning intentions for the work being done on a daily basis. Learners are able to express in their own words what the learning intentions are and how they connect to life beyond school.

<b>None of us</b>	<b>Some of us</b>	<b>Most of us</b>	<b>All of us</b>
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2. We use the performance standards to provide regular thoughtful feedback and coaching to help learners move forward.

<b>None</b>	<b>Some</b>	<b>Many</b>	<b>All</b>
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3. Our learners regularly use the performance standards for self-assessment - to assess themselves in order to identify their strengths and a focus for personal improvement.

<b>Never</b>	<b>Sometimes</b>	<b>Usually</b>	<b>All of the time</b>
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4. We have taught our students how to use the performance standards to talk out loud about how to improve (metacognition).

<b>None of us</b>	<b>Some of us</b>	<b>Many of us</b>	<b>All of us</b>
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5. We (teachers, principals/vice principals, learners) work with parents to make sure they understand performance standards information and formative assessment.

<b>Never</b>	<b>Sometimes</b>	<b>Usually</b>	<b>All the time</b>
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6. We are working with cross grade and cross age teams so that learners are becoming learning / teaching resources for one another.

<b>Not at all</b>	<b>A little</b>	<b>Quite a lot</b>	<b>A great deal</b>
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7. We have used our experience in one area (e.g., writing) to work effectively in a second or third area.

<b>Not yet</b>	<b>Starting to consider</b>	<b>Making a move</b>	<b>Working in two+ areas now</b>
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