


PBLA Practice Review

Annual Classroom Practice Standards Teacher Self-Assessment

Year:

Directions: Classroom teachers complete Self-Assessment Standards 1 – 6 as well as the Action Plan. The *Annual Classroom Practice Standards Teacher Self-Assessment* is intended to facilitate self-reflection and goal-setting for personal professional growth while also providing an opportunity for discussion with peers at your site. Save this document for your own records and have the Action Plan available for discussion at your Classroom Practice Standards Site Meeting (peer meeting). You will also need to submit a copy of your Action Plan to your program administration.

Self-Assessment Rating Scale for this document is as follows:

1 = Not yet a part of our program practice		5 = A consistent part of our program practice
		

Classroom Practice Standards Teacher Self-Assessment

<p>Standard 1: Planning for instruction and assessment is based on learner-identified needs and goals.</p>	<p>Enter self-assessment rating (Scale of 1-5):</p>
<p>a. My learners participate in needs assessment to identify and prioritize social situations (themes) and/or topics that they want/need to communicate in the community, for work or for school.</p>	
<p>b. I ensure that the needs assessment tool and process is appropriate to my learners' CLB levels (e.g., at lower levels this may include pictorial needs assessment).</p>	
<p>c. I share the results of this needs assessment with my learners.</p>	
<p>d. I help my learners to identify one or more specific language-learning goal(s) that relate to what they want to be able to do for work, school or the community that can be achieved within the duration of the reporting period.</p>	
<p>e. We revisit these language-learning goals during the course or at the learning conference and set new ones, as needed.</p>	
<p>Standard 2: Assessment is aligned to the CLB and is based on a rich variety of tasks that enable learners to show what they “can do” in English.</p>	<p>Enter self-assessment rating (Scale of 1-5):</p>
<p>a. My assessment tasks relate to the modules of instruction I have planned and are based on learner-identified needs.</p>	
<p>b. My assessment tasks and skill-using activities are appropriate for the CLB levels of my learners and the instructions are provided in learner-friendly language.</p>	

c. My assessment criteria are appropriate to the task and are clearly identified on the assessment tasks. Assessment criteria are drawn from the CLB document (from Indicators of Ability, Profile of Ability, and Knowledge & Strategies). Other criteria may be added that are specific to the task and consistent with CLB level expectations.	
d. In receptive tasks, I ensure that the questions/required responses relate to the assessment criteria I have selected.	
e. I clearly indicate on the assessment tasks what is considered <i>satisfactory performance</i> (performance that demonstrates that the learner is meeting the criteria for task success).	
f. I design, deliver and identify strategies for ensuring assessment task validity in different learning environments. (See Professional Learning Session – <i>How to Ensure Assessment Validity for PBLA.</i>)	
g. I ensure that learners understand that they will need approximately 8-10 artefacts per skill in their portfolios before classroom teachers can undertake a portfolio review in order to assign new benchmarks. (See Standard 5)	

Standard 3: Assessment is carried out to enhance learning.	Enter self-assessment rating (Scale of 1-5):
a. I share assessment criteria and criteria for success in a way that is appropriate to the learners' CLB levels before they begin assessment tasks.	
b. I provide learners with action-oriented feedback that is specific and helps to move learning forward.	
c. I try to have learners do something with the feedback they receive.	
d. I look for opportunities for learners to be instructional resources for one another (e.g., helping classmates make corrections).	

e. I provide opportunities for learners to engage in self-assessment related to assessment criteria in ways that are appropriate for the CLB level.	
f. I provide opportunity for learners to reflect on their learning in ways that are CLB level appropriate.	

Standard 4: Learners are engaged in the assessment process and discussions about their progress.	Enter self-assessment rating (Scale of 1-5):
a. When making judgements about learning outcomes, I ensure that learners are aware of the evidence I will use and the process for making judgements.	
b. I encourage learners to maintain their portfolios in a systematic and organized manner to facilitate review and reflection.	
c. I hold Individual conferences with each learner to discuss progress and (if there is sufficient evidence in the portfolio) achievement.	

Standard 5: Classroom assessment provides sufficient evidence to facilitate CLB outcome decisions.	Enter self-assessment rating (Scale of 1-5):
a. Over a reporting period, my skill-using activities and assessment tasks address the range of CLB competencies.	
b. I base decisions about benchmark achievement in each skill on sufficient evidence, aiming for 8-10 artefacts (a balance or combination of skill-using and assessment tasks, but not skill-building activities) that show what the learner can do across competencies related to a variety of social contexts.	
c. I review the artefacts in my learners' portfolios at the end of a reporting period to evaluate learner progress and achievement of benchmark level expectations.	

<p>d. I complete ESL Learner Progress reports (based on current PBLA guidelines) for all learners who have completed sufficient hours of instruction and have sufficient evidence in their portfolios upon which to evaluate progress and achievement.</p>	
<p>Standard 6: Teachers develop their assessment practice through a variety of professional learning activities including reflecting on and sharing experiences with colleagues.</p>	<p>Enter self-assessment rating (Scale of 1-5):</p>
<p>a. I participate in professional development opportunities to keep current with emerging best practices.</p>	
<p>b. When possible, I take part in discussions of learners' work with colleagues in order to align my judgments of CLB levels.</p>	

My Action Plan:

Directions: Bring your Action Plan to your Classroom Practice Standards Site Meeting (peer meeting) and submit a copy to your program administration.

Identify 1-2 aspects of your PBLA practice that are working well and that you could share with others.

Choose 1-2 things that you will work on to improve your PBLA practice. Identify what you want to improve, the action you will take, and indicate a timeline.