The Teacher’s Guides provide a comprehensive set of tools clearly matched to specific assessment purposes.

Each lesson plan highlights opportunities for assessment

The challenge for the teacher from an assessment standpoint is to gather just enough evidence of learning to be able to say, with conviction, that each student has or has not learned what is essential in a given course. Why “just enough”? Because with more classes to teach and more students in each class, teachers cannot afford the time to do more than is necessary. To help plan and manage assessment, each lesson plan highlights the opportunities for assessment. Activities in the Student Books and Teacher’s Guides are directly linked to assessment tasks and tools.

Assessment checklists help students self-assess the quality of their work

The Self- and Peer-Assessment Checklists enable students to ensure their own work or the work of their peers meets the expected requirements, before submitting it to the teacher. By transferring this responsibility to the students, the teacher’s time is spent marking only the students’ best work. The intent of the checklists is not to have students assign a numerical mark, or even a level, to their own work or the work of their peers. Rather, it is to encourage students to examine in a critical, objective way the extent to which the work they have produced meets the required criteria.

✓ A simple “yes/no” or check mark may be used in response to each question.
✓ Questions reflect the Level 3 indicators from a given rubric.
✓ Each checklist has room for 10 self/peer assessments.
✓ These same checklists can be used by teachers for observational assessment while students are working on a given task.