

Two STARS and WISH on your e-Portfolio

Assessment Criteria Excellence (What do I need to do to do it well?)	STAR #1	STAR #2	WISH
<ul style="list-style-type: none"> • A variety of entries from Class Activities for the week • Learning Circle Discussion Summary • How is Learning Circle evolving as a group? • Symbol for the week • Additional content outside of class are included to support and demonstrate personal growth. • Thoughtfully explains connections of the content to past experiences as a student and/or previous teachers experienced. • How the content influences and connects future assessment practices for pre-internship and as a professional. 	Well organized and easy to locate content	The symbols that you use to connect content to a visual.	I would like to hear more about your thought on the classroom content and the connections to your future assessment practices in the classroom... you have some, but there could be more 😊.

Summary of Weekly Inputs

January 15, 2024	January 22, 2024	January 29, 2024	February 5, 2024	February 12, 2024	February 19, 2024
TC & AC	TC & AC	TC & AC	TC & AC	TC & AC +	TC & AC

Feedback Form

Student Name: Baylee

Assessment Task: Dialogue Paper – Draft #1

Task requirements Checklist <i>(What do I need to do?)</i>	Assessment Criteria Excellence <i>(What do I need to do to do it well?)</i>	Critical Friend or Teacher Guidance <i>What's going well? What revisions might be considered?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Preparation for conversation is evident (3 – 4 questions) <input type="checkbox"/> Evidence of Professional Dialogue <input type="checkbox"/> Grammar/spelling <input type="checkbox"/> Organization/Format <input type="checkbox"/> Formed critical thoughts and opinions from conversation <input type="checkbox"/> Linked/connected to previous knowledge <input type="checkbox"/> Conclude with intention and purpose 	<ul style="list-style-type: none"> • APA Format is evident with 1-2 grammar and/or spelling errors • Is able to make several <u>varying</u> connections and formulate own opinion based off of two or more professionals. • Has an in-depth understanding of how to apply the information in the teaching profession context to outline at least 3 plans of actions or intentions for improvement. 	<p>What is going well (affirmed)?</p> <ul style="list-style-type: none"> ● Plans of action are well thought out 😊 ● Personal connections and connections to textbook too. <p>Revisions to consider:</p> <ul style="list-style-type: none"> ● Including a little more of the teacher's thoughts... if applicable ● Rewording this sentence (it's long)... "A great example from the Making Classroom Assessment Work textbook that further provides why we should be understanding the who/what/where/when/why/& how of assessment and educating students and ourselves is crucial for a successful and supportive classroom is the parachute scenario where students are being taught to pack a parachute: student one gradually declined in success and ended up not passing, student two had roller coaster grades that were unpredictable and finished right on the line of passing, and student three started off by being under the passing line but finished by passing in the end"

Reflection Form

Student Name: Baylee Anderson

Assessment Task: Dialogue Paper – Draft #1

Task requirements Checklist <i>(What do I need to do?)</i>	Assessment Criteria Excellence <i>(What do I need to do to do it well?)</i>	Self-Reflection <i>What's going well?</i> <i>What's my next best step?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Preparation for conversation is evident (3 – 4 questions) <input type="checkbox"/> Evidence of Professional Dialogue <input type="checkbox"/> Grammar/spelling <input type="checkbox"/> Organization/Format <input type="checkbox"/> Formed critical thoughts and opinions from conversation <input type="checkbox"/> Linked/connected to previous knowledge <input type="checkbox"/> Conclude with intention and purpose 	<ul style="list-style-type: none"> • APA Format is evident with 1-2 grammar and/or spelling errors • Is able to make several varying connections and formulate own opinion based off of two or more professionals. • Has an in-depth understanding of how to apply the information in the teaching profession context to outline at least 3 plans of actions or intentions for improvement. 	<p>What is going well (affirmed)?</p> <ul style="list-style-type: none"> • My plans of action are thought out- teacher, peer, and self-assessments affirmed that are well thought out and well elaborated with my own thoughts and ideas • There were many counts on when I used personal ties and connected those to material gone over in class, and with discussion with teaching professionals • Even though I write in a fashion that it not consistently formal, I was able to get my point and views across in a professional yet personal way. <p>What needs more work (revise)?</p> <ul style="list-style-type: none"> • While formulating my final draft, I will use more of the thoughts and pieces of discussion that occurred between myself and the teaching professionals • While keeping the writing true to who I am, I will also be using more structure to re-formulate the lengths of my sentences and try to use re-phrasing as well as breaking up certain sentences to bring my points across. • As mentioned by my peer, try my best to work on having more balance in my flow of writing. I tend to be either too choppy, or long winded in my writing. <p>Where I would like to go next (aspire):</p>

		<ul style="list-style-type: none">● Continue to build off of talked about view points and ideas from peers, teachers, teaching professionals, as well as myself to further bring to light the different perspectives on 'assessments'● Create a platform of writing that can help others who are trying to decipher their own views on 'assessment' and where they stand. The writing will include a plethora of elaborate viewpoints that give different big ideas on the topic at hand● Work on my own growth of writing and how I want to view and approach 'assessment' – understand that I am constantly growing and assessing myself and will be always improving and evolving in different ways
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