Appendix E: Assessment Blackline Masters

Self-assessment Checklist

Ім'я:	Тарас		Клас:	4	Дата:	2 -е квітня

Я можу ...	Так!	Ще ні
пояснити, як українські й англійські слова часом можуть звучати однаково	✓	
помітити, коли хтось мене не зрозумів	✓	
вживати жести, щоб висловитися	✓	
попросити допомогу, коли я не знаю, що робити	✓	
робити помилки в українській мові та не турбуватися		✓
перевіряти свою працю		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

Самооцінка

Ім'я:		Клас:		Дата:

Я можу …	Так!	Ще ні

Self-assessment Rating Scale

Ім'я:	Софія	Клас:	5	Дата:	22 -е квітня

Я можу	ніколи	деколи	звичайно	завжди
• пояснити комусь, чому я веселий/весела	●	●	⊙	●
• пояснити комусь, чому я сумний/сумна	●	●	⊙	●
• пояснити комусь, чому я сердитий/сердита	●	●	⊙	●
• пояснити комусь, чому я змучений/змучена	●	●	⊙	●
• пояснити комусь, чому я здивований/здивована	●	⊙	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Note: This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

Шкала самооцінки

Ім'я:	Клас:	Дата:

Я можу

	ніколи	деколи	звичайно	завжди
• _____	●	●	●	●
_____				
• _____	●	●	●	●
_____				
• _____	●	●	●	●
_____				
• _____	●	●	●	●
_____				
• _____	●	●	●	●
_____				
• _____	●	●	●	●
_____				
• _____	●	●	●	●
_____				
• _____	●	●	●	●
_____				
• _____	●	●	●	●
_____				

Peer-assessment Checklist

Ім'я:	Nicole	Клас:	6	Дата:	14-е лютого
Ім'я напарника/ напарниці:	Janelle	Вправа:		Іменний вірш	

Мій напарник/моя напарниця може …	Так!	Ще ні
write a descriptive word in Ukrainian for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

Мені подабається: you picked really good Ukrainian words to describe yourself—some of them were from our new vocabulary list.

Ти можеш поправити: checking your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

> **Note:** This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

Таблиця оцінки ровесників

Ім'я:		Клас:	Дата:
Ім'я напарника/ напарниці:		Вправа:	

Мій напарник/моя напарниця може …	Так!	Ще ні

Мені подобається: _____

_____

_____

Ти можеш поправити: _____

_____

_____

Self-assessment Checklist and Goal Setting

Ім'я:	Тая	Клас:	4	Дата:	1 -е лютого

Я можу…	Так!	Ще ні	Що я буду робити далі …
say hello and goodbye	✓		Say hello and goodbye in Ukrainian to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing "Многії літа"		✓	Sing "Многії літа" to my grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

> **Note:** This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

Самооцінка та визначення моїх наступних завдань

Ім'я:		Клас:	Дата:

Я можу …	Так!	Ще ні	Що я буду робити далі …

Long-term Goal Setting

Ім'я:	Дуглас	Клас:	4	Дата:	1 -е лютого

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in Ukrainian.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Ukraine.

To achieve this goal, I will: research Ukraine on the Internet and ask my neighbour, Mrs. Boyko, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Ukraine, and maybe, showing a movie.

My parents can help me by: buying me a book on Ukraine for my birthday and taking me to Ukraine on vacation!

> **Note:** This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Досягнення мети

Ім'я:		Клас:	Дата:

Мета #1:

В кінці цього семестру, я хотів би/хотіла б: _____

_____

Щоб досягнути цього, я: _____

_____

_____

Учитель/учителька може допомогти мені, _____

_____

Батьки можуть допомогти мені, коли: _____

_____

Мета #2:

В кінці цього семестру, я хотів би/хотіла б: _____

_____

Щоб досягнути цього, я: _____

_____

_____

Учитель/учителька може допомогти мені: _____

_____

Батьки можуть допомогти мені, коли: _____

_____

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments
Michel	Jan. 8	Pysanka making	6.2 Language Competence/listening—listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations (Grade 4)		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Pysanka making	6.2 Language Competence/listening—listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations (Grade 4)		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Cooperative group language	5.2 Encourage, Support and Work with Others/ cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	5.2 Encourage, Support and Work with Others/ cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	5.2 Encourage, Support and Work with Others/ cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	6.1 Linguistic Elements/lexicon—use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts (Grade 4)	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Sharing circle	6.1 Linguistic Elements/lexicon—use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts (Grade 4)	✓		Improved use and understanding of vocabulary.

Note: This Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
Leesa	Sept. 23	Singing traditional Ukrainian songs	7.1 Self-identify/valuing Ukrainian language and culture—recognize and appreciate various elements of Ukrainian language and culture (Grade 4)	(Yes)	Not Yet
Marc	Sept. 23	Singing traditional Ukrainian songs	7.1 Self-identify/valuing Ukrainian language and culture—recognize and appreciate various elements of Ukrainian language and culture (Grade 4)	(Yes)	Not Yet
Andreas	Sept. 23	Singing traditional Ukrainian songs	7.1 Self-identify/valuing Ukrainian language and culture—recognize and appreciate various elements of Ukrainian language and culture (Grade 4)	Yes	(Not Yet)
Su Mei	Oct. 1	Word study	6.1 Linguistic Elements/sound–symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (Grade 4)	Yes	(Not Yet)
Jack	Oct. 1	Word study	6.1 Linguistic Elements/sound–symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (Grade 4)	(Yes)	Not Yet
Ali	Oct. 10	Secret word game	6.1 Linguistic Elements/sound–symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (Grade 4)	(Yes)	Not Yet
Maya	Oct. 10	Secret word game	6.1 Linguistic Elements/sound–symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (Grade 4)	(Yes)	Not Yet
Philip	Oct. 10	Secret word game	6.1 Linguistic Elements/sound–symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (Grade 4)	(Yes)	Not Yet
Simone	Oct. 25	Deduce word pattern rule	6.4 Language Learning Strategies/cognitive—identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task such as echo acting (Grade 4)	(Yes)	Not Yet
Nour	Oct. 27	Deduce word pattern rule	6.4 Language Learning Strategies/cognitive—identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task such as echo acting (Grade 4)	(Yes)	Not Yet

Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet

Checklist and Comments 1

Grade: 4	**Date:** May 3	**Activity:** Individual Q and A

Specific Outcome: 6.5 Language Use Strategies/interactive—identify and use a variety of interactive strategies; e.g., use the other speaker's words in subsequent conversation

	Has met the outcome:	
Student Names:	**Yes**	**Not Yet**
• Jan	☑	☐
• Al	☑	☐
• Freddie	☑	☐
• Kevin	☐	☑
• Marissa	☐	☑
• Su Mei	☑	☐
• Ab	☐	☑
• Elise	☑	☐
• Nour	☑	☐
• Benjamin	☑	☐
• Lydia	☑	☐
• Franco	☑	☐

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Ukrainian; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

> **Note:** This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also plan for future instruction.

Checklist and Comments 1

Grade: **Date:**   **Activity:**

Specific Outcome: _____

_____

_____

Student Names:	Has met the outcome:	
	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Notes for future planning: _____

_____

_____

_____

_____

_____

_____

Checklist and Comments 2

Grade: 4	**Date:** October 5	**Activity:** Telephone conversations (invitations)

Specific Outcome(s): 6.3 Sociocultural/Sociolinguistic Competence/register—

experiment with formal and informal uses of language in familiar contexts

<u>Lance_____</u> **can:**
(Student name)

	Yes	Not Yet
• invite a friend to do something	☑	☐
• accept and reject an invitation	☑	☐
• pronounce words comprehensibly	☑	☐
• use intonation to express inquiry	☐	☑
• use appropriate vocabulary related to hobbies and invitations	☑	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

> **Note:** This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

Checklist and Comments 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____ **can:**

(Student name)

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: _____

_____

_____

_____

Could improve: _____

_____

_____

_____

Rating Scale 1

Grade:	4	Date:	March 10	Activity:	Group classroom scavenger hunt

Specific Outcome: 5.2 Encourage, Support and Work with Others/cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly

Student meets the outcome:

Student Names:	Never	Sometimes	Usually	Always
Jeremy				●
David		●		
Raj			●	
Sunita			●	
Alicia		●		
Kendra		●		
Taylor	●			
Billy			●	
Dimitri		●		
Kim		●		
Tran				●
Frida			●	
Tim		●		
Tania		●		
George			●	
Lilly			●	
Hannah		●		
Wes		●		

Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.

Rating Scale 1

Grade:	Date:	Activity:

Specific Outcome: _____

_____

_____

Student Name:	**Student meets the outcome:**			
	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Rating Scale 2

Grade: 4	**Date:** November 12	**Activity:** Unit: My Family

Specific Outcome(s): 1.1 Discover and Explore/experiment with language; 3.2 Select and Process/identify personal and peer knowledge; 6.1 Linguistic Elements/lexicon; 6.2 Language Competence/writing; 6.5 Language Use strategies/productive

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Student Name: Tania
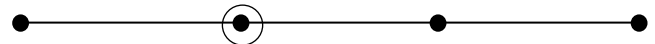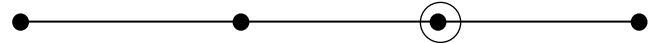
Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family	●	⊙	●	●
• identified the people in his or her family correctly	●	●	⊙	●
• used words relevant to the family correctly	●	⊙	●	●
• wrote words and phrases clearly and correctly	●	⊙	●	●
• used a dictionary to find new words related to the family	⊙	●	●	●
• used illustrations to provide relevant details about his or her family	●	●	⊙	●
• _____	●	●	●	●
• _____	●	●	●	●
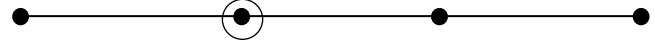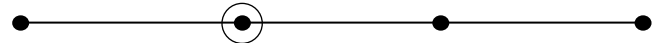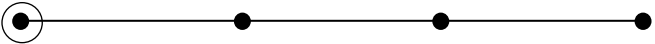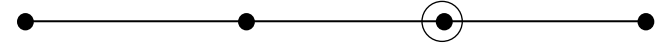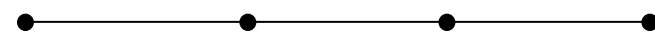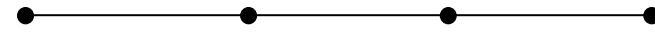
Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

Rating Scale 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

Rating Scale 3

| Grade: | 4 | Date: | March 10 | Activity: | Reading out some familiar words |

Specific Outcome(s): 6.1 Linguistic Elements/sound–symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing

Levels of performance and corresponding criteria:

★★★★   Demonstrated **excellent** pronunciation on all words—**no** errors

★★★   Demonstrated **good** pronunciation on almost all words—a **few** errors

★★   Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible

★   Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

> **Note:** This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

Rating Scale 3

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

Levels of performance and corresponding criteria:

★★★★　_____

★★★　_____

★★　_____

★　_____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

Rubric (Grade 4)

Name: Jeanne **Date:** October 17 **Activity:** Conversation—making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
6.3 Sociocultural/ Sociolinguistic Competence – idiomatic expressions	**Consistently** understands and uses learned idiomatic expressions in new contexts.	**Frequently** understands and uses learned idiomatic expressions in new contexts.	**Sometimes** understands and uses learned idiomatic expressions in new contexts.	**Rarely** understands and uses learned idiomatic expressions in new contexts.
6.3 Sociocultural/ Sociolinguistic Competence – variations in language	**Consistently** experiences a variety of accents and variations in speech.	**Frequently** experiences a variety of accents and variations in speech.	**Sometimes** experiences a variety of accents and variations in speech.	**Rarely** experiences a variety of accents and variations in speech.
6.3 Sociocultural/ Sociolinguistic Competence – social conventions	**Consistently** recognizes verbal behaviours that are considered impolite.	**Frequently** recognizes verbal behaviours that are considered impolite.	**Sometimes** recognizes verbal behaviours that are considered impolite.	**Rarely** recognizes verbal behaviours that are considered impolite.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

Rubric

Name: _____ Date: _____ Activity: _____

Outcome	Excellent	Very Good	Acceptable	Limited
				▪

Rubric and Checklist

| Name: | Ellen | Date: | November 14 | Activity: | Telephone Conversation |

Outcome	Excellent	Very Good	Acceptable	Limited
6.3 Sociocultural/ Sociolinguistic Competence – idiomatic expressions	**Consistently** understands and uses a variety of simple idiomatic expressions as set phrases.	**Frequently** understands and uses a variety of simple idiomatic expressions as set phrases.	**Sometimes** understands and uses a variety of simple idiomatic expressions as set phrases.	**Rarely** understands and uses a variety of simple idiomatic expressions as set phrases.
6.3 Sociocultural/ Sociolinguistic Competence – variations in language	**Consistently** accepts individual differences in speech.	**Frequently** accepts individual differences in speech.	**Sometimes** accepts individual differences in speech.	**Rarely** accepts individual differences in speech.
6.3 Sociocultural/ Sociolinguistic Competence – social conventions	**Consistently** uses appropriate oral forms of address for people frequently encountered.	**Frequently** uses appropriate oral forms of address for people frequently encountered.	**Sometimes** uses appropriate oral forms of address for people frequently encountered.	**Rarely** uses appropriate oral forms of address for people frequently encountered.

Work habits

☐ **worked independently**
☐ **worked with minimal assistance**
☐ **worked with some assistance**
☐ **required constant supervision and assistance**

Note: This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

Rubric and Checklist

Name: _____ **Date:** _____ **Activity:** _____

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

☐ worked independently
☐ worked with minimal assistance
☐ worked with some assistance
☐ required constant supervision and assistance