

Example of a teacher assessment checklist

Here is a mock-up of a teacher assessment checklist, filled in by a teacher for three achievement objectives at level 1:

Context

- Teacher in a primary school classroom, teaching Māori as a second language
- The learners in this scenario are in year two, and are about six years of age
- They are still acquiring basic literacy and numeracy skills. This means that some of the AOs are likely to take longer to achieve, because the learners will still be developing the concepts in their first language
- If this checklist was being used by a teacher in a secondary school, in the first year of a Māori language programme, basic numeracy and literacy would be well established, and it could be expected that the learners will have a number of the concepts, for example, and just be learning how to understand and produce these in Māori.

Degrees of achievement

There are three degrees of achievement signalled in the checklists, together with a space for the teacher to write more detail about each learner:

3. indicates the item is yet to be achieved by the learner
2. indicates that the item has been achieved, but not always consistently or to a high standard, by the learner
1. indicates the item has been achieved consistently and to a high standard by the learner.

Comments column

The comments in this column give more detail about the achievement. This learner, “Mere Paraone”, is a six year old, still learning basic numeracy and literacy. She only knows numbers up to 20 with confidence, and is still learning to read in her first language.

Other options for setting out a checklist

See below: Making your own checklists.

LEVEL 1 Achievement Objective	Learner's name: Mere Paraone Date: 14 May 2010	1 2 3	Comments
1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgements;	Can greet one person	1	Does not yet have command of the dual pronouns. Not as confident when responding as when initiating greetings. Has more difficulty with thanking.
	Can greet two people	3	
	Can greet three or more people	2	
	Can respond to greetings from one person	1	
	Can respond to greetings from two people	3	
	Can respond to greetings from three or more people	2	
	Can thank one person	2	
	Can thank two people	3	
	Can thank three or more people	2	
	Can respond to being thanked	3	

LEVEL 1 Achievement Objective	Learner's name: Mere Paraone Date: 14 May 2010	1 2 3	Comments
1.2 introduce themselves and others and respond to introductions;	Can introduce self	1	Likes doing a simple introduction of self. Can say where she is from and who her parents are when asked. Can introduce a friend by saying: 'Ko X tēnei'. Nō X ia. Is shy in large groups. Prefers working in pairs.
	Can introduce one person	2	
	Can introduce two people	3	
	Can introduce three or more people	3	
	Can respond to introductions	1	

LEVEL 1 Achievement Objective	Learner's name: Mere Paraone Date: 14 May 2010	1 2 3	Comments
1.3 communicate about number, using days of the week, months, and dates;	Can understand the numbers 1–100 when listening	3	Knows 1–20 well, both spoken and written, but is still developing number concepts beyond 20, so is not expected to meet the goal of 1–100 this term.
	Can say the words for numbers 1–100	3	
	Can count 1–100	3	Knows only some month names well. Can usually recognise month names on the board.
	Can understand numbers 1–100 when written in words	3	
	Can write numbers 1–100 in words	3	Knows all the days of the week well; can recognise them when she hears them, and sees them written down (less confident in written form).
	Learner knows the names of the days of the week	1	
	Can recognise and understand the names of the days of the week when listening	1	Cannot yet generate dates for herself, when speaking or writing, but can copy them from the board.
	Can recognise and understand the names of the days of the week when reading	2	
	Can say the names of the days of the week	1	Can read dates with the day and number out loud, for those months she knows well, eg Rāmere 2 o Haratua.
	Can write the names of the days of the week	2	
	Learner knows the names of the months	2	Not yet able to interpret a printed calendar.
	Can recognise and understand the names of the months when listening	2	
	Can recognise and understand the names of the months when reading	3	
	Can say the names of the months	2	
	Can write the names of the months	2	
Learner knows that numbers and the names of days and months are combined to make dates	2		

	Can understand dates while listening	3	
	Can understand dates while reading	3	
	Can say the date	2	
	Can write the date in words and numerals	3	
	Can interpret dates from a diary or calendar in Māori when speaking and writing	3	

Making your own checklists

Teachers can make their own versions of each checklist or use the lists provided as a basis.

A single checklist can be made for all the AOs in a level or, as shown above, separate checklists for each AO at that level.

Another option is to add a date column and to move the comments column to beneath the table. This allows the list to be filled in progressively, with the progress towards full achievement (from 3 to 1) tracked across the weeks of the programme at assessment points, as shown here:

LEVEL 1 AO	Learner's name: Mere Paraone	Date	123	Date	123	Date	123
1.2 introduce themselves and others and respond to introductions;	Can introduce self	15/2	3	14/5	2	27/8	1
Comments	15/2/10 Cannot say 'Ko Mere au.' 14/5/10 Can say her name and where she is from, but sometimes gets mixed up between ko and nō and says 'Ko Porirua au.' 27/8/10 Likes doing a simple introduction of self. Can say where she is from and who her parents are when asked.						

Yet another option is to put the three levels across the top and fill in the date that level is achieved, as shown here:

LEVEL 1 AO	Learner's name: Mere Paraone	3	2	1
1.2 introduce themselves and others and respond to introductions;	Can introduce self	15/2	14/5	27/8
Comments	15/2/10 Cannot say 'Ko Mere au.' 14/5/10 Can say her name and where she is from, but sometimes gets mixed up between ko and nō and says 'Ko Porirua au.'			

	27/8/10 Likes doing a simple introduction of self. Can say where she is from and who her parents are when asked.
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