

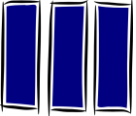
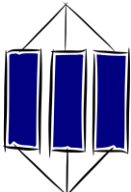
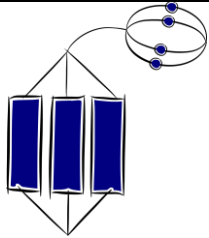


SOLO Rubric Registered Teacher Criterion#11	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Learning Intention <i>[verb] [content] [context]</i>	<i>[Needs help]</i>	<i>[if directed]</i>	<i>[aware but no reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify and self correct mistakes]</i>	<i>[new ways -seeks feedback to improve – acts as role model – teaches others]</i>
RTC#11: analyse and appropriately use assessment information, which has been gathered formally and informally ¹ .	I need help to analyse and appropriately use assessment information, which has been gathered formally and informally.	I can analyse and appropriately use assessment information, which has been gathered formally and informally if directed.	I can analyse and appropriately use assessment information, which has been gathered formally and informally. However, I am not sure how or why I am doing this and I make mistakes.	I can analyse and appropriately use assessment information, which has been gathered formally and informally. I can explain how and why I do this.	I can analyse and appropriately use assessment information, which has been gathered formally and informally I can explain how and why I do this. I seek feedback to improve my analysis and use of assessment information.
Effective strategies					

¹ analyse assessment information to identify progress and ongoing learning needs of ākonga | use assessment information to give regular and ongoing feedback to guide and support further learning | analyse assessment information to reflect on and evaluate the effectiveness of the teaching | communicate assessment and achievement information to relevant members of the learning community | foster involvement of whānau in the collection and use of information about the learning of ākonga Refer - <http://www.teacherscouncil.govt.nz/rtc/w8-sat.doc>