Self-Assessment Checklist for Student Independent or Small Group Work

This checklist reflects indicators from the CRIOP framework. Use this checklist to evaluate your learning centers, work stations, or other structures you use for small group or independent work. Note that most, but perhaps not all, of these indicators will apply to various ages and disciplines.

**Element One – Classroom Relationships:**

* My students contribute to the learning environment of my classroom (versus using prefabricated materials).
* The materials used reflect students’ interests, experiences, languages and cultures.
* Independent learning requires higher-level thinking.
* All students are required to be accountable for their work by showing evidence of learning.
* Students are aware of standards and resulting expectations for their independent work.
* Students understand the purpose for their learning.
* Charts and visuals are specific to concepts and processes being taught and provide evidence of your instruction (example: math processes you’ve taught).

**Element Three – Assessment:**

* Students’ independent/small group work is assessed regularly to determine student learning and appropriateness for ELs.
* Students have opportunities for self-assessment.
* Students share their independent learning with classmates.
* Authentic assessments are incorporated as part of the evaluation of students’ independent work (e.g. student journals).

**Element Four - Instruction:**

* Concrete learning materials and realia are available to support student learning.
* Visuals are used regularly to support independent learning.
* Examples are used that reflect students’ knowledge, experiences, interests and cultures.
* Real world examples are used that help students connect their learning to real life.
* Students are expected to use and apply academic language in their independent work (verbal and written forms), e.g. describe ideas or processes through speaking, writing/drawing/labelling.
* Students have some choice in independent activities.
* Independent activities can be completed successfully by ELs at various levels of language proficiency.

**Element Five – Discourse:**

* Language supports are available for student use (e.g. vocabulary in native languages, sentence stems, accountable talk frames etc.)
* Students are able to work together and respond in their native languages.
* Opportunities are provided for students to develop linguistic competence.
* Students are intentionally grouped based upon the nature and purpose of each activity. (Consider students’ interests, experiences, abilities, and linguistic competence.)

**Element Six – Critical Consciousness:**

* Students are sometimes asked to apply their independent learning to real-world problems (e.g., social, economic and environmental issues, biases, etc.)