

## Planning Self-Assessment Checklist

Name:  
Grade Level(s):  
Subject(s):

### **Step 1 Unit Planning**

#### **Alignment to the Standards (includes both ONLS and OACS-E)**

✓	<b>Should be addressed in scope and sequence/unit plans</b>	If not checked, plan for integration:	Notes:
	1. Some form of scope and sequence planning is complete (e.g. curriculum map, pacing guide) which outlines standards-based units of study for the academic year.		
	2. Units contain grade-level standards representing the age/grade range of the class		
	3. Units contain a cited list of standard/content statements(s) for the grade level(s) and subject(s).		
	4. Extended standards (OACS-E) are cited in Unit Plan and paired with the general standards when teaching students taking the Alternate Assessment (AA).		
	5. Units contain a list of prioritized activities aligned to the cited grade-level standards		
	6. Multi-grade units of study are developed matching students' age/grade level as needed.		

	7. Interdisciplinary connections are made across subjects and strands, which inform unit title and purpose.		
	8. Connections are made to other non-core subject areas (e.g. art, music, PE, transition/life skills, technology)		

**Step 2 Tiered Planning**  
**Alignment of the Standards (includes both ONLS and OACS-E) in Tiered Planning**

<input checked="" type="checkbox"/>	<b>Should be addressed in tiered activity plans</b>	If not checked, plan for integration:	Notes:
	1. Tiered plans contain a cited list of standard/content statements(s) for the grade level(s) and subject(s) from the Unit Plan.		
	2. Extended standards (OACS-E) are cited in Tiered Plan and paired with the general standards when teaching students taking the Alternate Assessment (AA)		

**Alignment of the Standards (includes both ONLS and OACS-E) to Assessment in Tiered Planning**

	3. Assesses students' baseline knowledge of the standards using unbiased and accessible methods. (Pre-assessment/Diagnostic)		
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	4. Assessments are designed with sufficient stretch to allow for both baseline and documentation of new learning.		
	5. Learning progressions/task analysis, deconstructing or unpacking of standards is used to reach students at all levels.		
	6. Uses varied modes of assessment, including a range of formative, summative and self-assessment measures.		
	7. Assessments directly measure student knowledge or skill within each standard contained in each lesson.		
<b>Alignment of the Standards (includes both ONLS and OACS-E) to Instruction in Tiered Planning</b>			
	8. The Tiered Plan (which may contain multiple days) includes an outline focused on the learning outcomes.		
	9. The plan includes <b>multiple means of representation</b> within the design and delivery of instruction.		
	10. The plan includes <b>multiple means of action and expression</b> within the design and delivery of instruction.		
	11. The plan includes <b>multiple means of engagement</b> within the design and delivery of		

	instruction.		
	12. Student specific Instruction (DI), accommodations, Assistive Technology (AT), IEP supports/services are included in the Tiered Plan.		

<b>Step 3 Daily Planning</b>			
<b>Alignment of the Standards (includes both ONLS and OACS-E) to Daily Planning</b>			
<b>✓</b>	<b>Should be addressed in daily plans</b>	<b>If not checked, plan for integration:</b>	<b>Notes:</b>
	1. All aspects of balanced literacy (ie. reading, writing, word study, phonics, speaking/listening, self--selected, shared reading) is intentionally integrated on a daily basis.		
	2. The duties and breaks of educators and support staff are delineated in the Daily Plan.		
	3. Student-specific schedules (ie. therapies, bus schedules, interventions, etc.) are delineated in the Daily Plan.		
	4. Student grouping/stations are delineated in the Daily Plan.		
	5. All levels of materials, supports and tools are included in the Daily Plan.		