

Sub-competence level	Sub-competences						
	Category	Understanding the role of assessment	Evidences	Using assessment for teaching and learning	Evidences	Using a range of approaches to assessment	Evidences
Beginning	Skills	How well do I communicate the purpose of assessment and give effective explanations for all learners?		How well do I enable learners to become independent learners?		How able am I to make use of a range of valid, reliable and relevant assessment tools and approaches to support improvement in learning?	
		How proficient am I in recording, analysing and using assessment information to identify development needs of individual learners and specific groups?		To what extent do I embed the principles of planning, observation, assessment, recording and reporting in my teaching and learning?		How proficient am I in using assessment information to identify development needs of individual learners and specific groups?	
	Knowledge and understanding	Do I have a thorough understanding of the role of assessment in my centre?		Do I use assessment to provide feedback to learners?		Am I knowledgeable about a broad range of assessment techniques?	
		Do I understand a variety of methods of assessment?		Do I use assessment to analyse the effectiveness of my own teaching?		Do I understand the difference between summative and formative assessment?	
		Do I have a good understanding of differentiation?					
	Attitudes	Am I aware of the impact of assessment on vulnerable learners?		To what extent do I motivate and engage all learners in assessment processes?		Do I make use of pre-assessment on a regular basis?	
Competent	Skills	How able am I to devise and produce my own assessments?		To what extent do my approaches to profiling develop learners' awareness of themselves as learners, and support learners to recognise the skills for learning, life and work they are developing, and inform the planning of future learning?		How well do I use assessment information to report back to learners, colleagues, parents and carers?	
		How effectively do I involve learners, colleagues, parents and carers in planning and evaluating learning?			Am I able to use assessment information to inform my own teaching practices?		
	Knowledge and understanding	How do I use assessment evidence to inform my judgements?		Am I aware of and able to use a range of approaches to assessment that meet the needs of all learners?		How confident am I that my activities are varied, differentiated and active, and that they provide all learners with effective support and the opportunity to be challenged?	
		How do I evaluate whether the assessment processes I have used have improved outcomes for learners?		Am I aware of assessment strategies that enhance the experience of learners and encourage higher-order thinking skills?			
Attitudes	How effectively do I support learners when they are taking part in assessment processes?		To what extent can I demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty or social exclusion?		To what extent do I recognise and value the personal achievements of all learners?		
Advanced	Skills	How effective is my use of evidence from tracking meetings, of professional dialogue with colleagues and others, and of assessments to measure progress over time and, in particular, at points of transition?		Do I provide learners with a forum to discuss their progress on a regular, individual basis?		Do I have effective assessment systems in place to identify the ever-increasing diverse needs of learners?	
		Do I work collaboratively to research alternative methods of assessment?		Do I, and my colleagues, use recorded assessment information to support and enhance teaching and learning?		Am I able to support others to access effective levels of support and training to build their capacity to engage with the needs of diverse learners?	
	Knowledge and understanding	Am I aware of a variety of approaches to raising attainment and improving outcomes for learners?		Do I understand the importance of enabling all children and young people to engage in self- and peer-assessment to improve their learning?		Am I aware of a wide variety of innovative and creative resources and assessment approaches, including digital technologies?	
	Attitudes	Do I consider the needs of diverse learners in my teaching and learning and in my approach to assessment?		Do I consider the needs of diverse learners in my teaching and learning and in my approach to assessment?		To what extent are we removing barriers to learning and ensuring equity for all?	
Do my colleagues and I understand the importance of recording and accessing assessment information to support and enhance teaching and learning?			Do I work collaboratively to undertake regular review of our approaches to using assessment?		Do I make use of accreditation where appropriate, to recognise and celebrate achievement?		