

	Ineffective	Developing	Effective	Highly Effective
Competency 3d Using Assessment in Instruction	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific; not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. • The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work. • The teacher elicits evidence of student understanding during the lesson. • Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • The teacher's adjustments to the lesson are designed to assist individual students.
Possible Examples	<ul style="list-style-type: none"> • A student asks: "How is this assignment going to be graded?" • A student asks: "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: "good job, everyone." 	<ul style="list-style-type: none"> • Teacher asks: "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically-formulated question to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors. 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates providing substantive feedback to individual students. • The teacher uses popstick sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

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Table of Contents Sample Smart Goals Danielson

1. Understanding the eBook Sample Smart Goals Danielson
 - The Rise of Digital Reading Sample Smart Goals Danielson
 - Advantages of eBooks Over Traditional Books
2. Identifying Sample Smart Goals Danielson
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sample Smart Goals Danielson
 - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Smart Goals Danielson
 - Personalized Recommendations
 - Sample Smart Goals Danielson User Reviews and Ratings
 - Sample Smart Goals Danielson and Bestseller Lists
5. Accessing Sample Smart Goals Danielson Free and Paid eBooks
 - Sample Smart Goals Danielson Public Domain eBooks
 - Sample Smart Goals Danielson eBook Subscription Services
 - Sample Smart Goals Danielson Budget-Friendly Options
6. Navigating Sample Smart Goals Danielson eBook Formats

- ePub, PDF, MOBI, and More
- Sample Smart Goals Danielson Compatibility with Devices
- Sample Smart Goals Danielson Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Sample Smart Goals Danielson
 - Highlighting and Note-Taking Sample Smart Goals Danielson
 - Interactive Elements Sample Smart Goals Danielson
- 8. Staying Engaged with Sample Smart Goals Danielson
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sample Smart Goals Danielson
- 9. Balancing eBooks and Physical Books Sample Smart Goals Danielson
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sample Smart Goals Danielson
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Sample Smart Goals Danielson
 - Setting Reading Goals Sample Smart Goals Danielson
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Sample Smart Goals Danielson
 - Fact-Checking eBook Content of Sample Smart Goals Danielson
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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