| | Ineffective | Developing | Effective | Highly Effective |
|---|---|--|--|--|
| Competency 3d Using Assessment in Instruction | There is little or no assessment or essentiaring 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. | 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 turely used to diagnose evidence of learning. | Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or stadents, 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. | 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 poers, is accurate, specific, and advances learning. Questions/posespts/assessments are used regularly to diagnose avidence of learning by individual students. |
| Critical Attributes | The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Freedback is only global. The teacher does not ask students to evaluate their own or classmates work. | 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 prev-assessment. The tracker's attempts to adjust the lessen are partially successful. | Students indicate that they clearly anderstand the characteristics of high-quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assume their awa work and make improvements. Fredback 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. | In addition to the characteristics of "Effective," 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 effect information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources, including other students. Students momitise their cost understanding, either on their cost 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 | A student asks: "How is this assignment going to be graded?" A student asks "Does this quit count towards my grade?" The teacher forges ahead with a presentation without checking for understanding. The teacher says: "good job, everyone." | Teacher asks: 'Dises anyone have a question?' Hilen a student completes a problem on the board, the teacher corrects the student's work without explaining wity. The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept. | The tracker circulates during small group or independent work, offering suggestions to groupe of students. The tracker was a specifically-formulated question to elect exidence of student understanding. The tracker asks students to look over their papers to correct their errors. | The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students theoremies helped develop them. While students are working, the teacher circulates providing substantive feedback to individual students. The teacher uses poposicle 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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Claire O'Malley

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