

Component 3d: Using Assessment in Instruction

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	<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, and instruction is adjusted and differentiated to address individual student misunderstandings.</p>	<p>In addition to the characteristics of a level of performance 3,</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 class's pulse. ▪ The teacher makes frequent use of strategies to elicit information about individual student understanding. ▪ Feedback to students 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. 	<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 and provides specific feedback to individual students. ▪ The teacher uses popsicle 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. ▪ And others...
3	<p>Assessment is regularly used during instruction through teacher and/or student monitoring of progress of learning, 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 regularly to diagnose learning, and adjustment to instruction is made to address student misunderstandings.</p>	<ul style="list-style-type: none"> ▪ Students indicate that they clearly understand the characteristics of high-quality work. ▪ Feedback includes specific and timely guidance on how students can improve their performance. ▪ The teacher elicits evidence of individual student understanding during the lesson, for at least some groups of students. ▪ Students are invited to assess their own work and make improvements. ▪ When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<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. ▪ And others...
2	<p>Assessment is sporadically used to support instruction through some teacher and/or student monitoring of progress of learning. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions / prompts / assessments are rarely used to diagnose evidence of learning. Adjustment of the lesson in response to the assessment is minimal or ineffective.</p>	<ul style="list-style-type: none"> ▪ There is little evidence that the students understand how their work will be evaluated. ▪ The teacher monitors understanding through a single method, or without ensuring that all students understand. ▪ The teacher requests global indications of student understanding. ▪ Feedback to students is not uniformly specific, not oriented toward 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"> ▪ The 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. ▪ After receiving a correct response from one student, the teacher continues without ascertaining whether all students understand the concept. ▪ And others...
1	<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. There is no attempt to adjust the lesson as a result of assessment.</p>	<ul style="list-style-type: none"> ▪ The teacher gives no indication of what high-quality work looks like. ▪ Assessment is used only for grading. ▪ 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. ▪ The teacher makes no attempt to adjust the lesson based on student confusion. 	<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." ▪ And others...

