

**Standard 3: Instruction**  
**Component 3.4: Using Assessment in Instruction**

*Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction. (Danielson's FfT, 2007)*

<b>Elements / Performance Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>3.4.a</b> <i>Assessment Criteria</i>  <i>RIPTS 5, 6, 9</i>	Teacher does not convey the criteria and performance standards by which student's work will be evaluated.	Teacher inconsistently conveys the criteria and performance standards by which student's work will be evaluated.	Teacher clearly conveys the criteria and performance standards by which student's work will be evaluated.	Teacher clearly conveys the criteria and performance standards by which student's work will be evaluated and students have contributed to the development of the criteria.
<b>3.4.b</b> <i>Monitoring Student Learning</i>  <i>RIPTS 5, 6, 9</i>	Teacher does not monitor student learning.	Teacher minimally monitors student learning, or only assesses learning for the class as a whole.	Teacher consistently uses formative assessment strategies, including self and/or peer assessments, to monitor student learning and the progress of the class and of students, and to uncover student misunderstanding and / or misconceptions.	Teacher consistently uses formative assessment strategies, including self and peer-assessments, to monitor student learning and the progress of the class and of individual students, and to uncover student misunderstanding and misconceptions.
<b>3.4.c</b> <i>Providing Feedback to Students</i>  <i>RIPTS 5, 6, 9</i>	Teacher's feedback to students is limited, general, infrequent and/or irrelevant, resulting in no advancement in learning.	Teacher's feedback to students is inconsistent, while timely, and useful to help some students advance their learning.	Teacher's feedback to students is consistent, timely, frequent, and specific, providing individual students with specific direction and information to help advance learning.	Teacher's feedback to students is of consistent high quality, timely, frequent, and specific, providing individual students with direction and information to help advance their learning. Students make use of the feedback in revising and improving their work.