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STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

INDICATORS

| What Teachers Need to Demonstrate | Mandatory Evidence Sources of Instructional Practice | Optional Evidence Sources of Instructional Practice | Description/Notes |
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| <p>Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status</p> | <ul style="list-style-type: none"> Teacher pre/post conference One confirmatory item from optional evidence source | <ul style="list-style-type: none"> Lesson plan Prior student work/assessment informing planned learning opportunities Teacher notes Student classroom interviews | <ul style="list-style-type: none"> "Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area) There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2) |
| <p>Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria</p> | <ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference | <ul style="list-style-type: none"> Lesson plan Student work Student classroom interviews | <ul style="list-style-type: none"> Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity) Performance criteria indicate the successful accomplishment of the learning goal Teacher should use different types of assessment strategies to account for learner differences |
| <p>Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students</p> | <ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference | <ul style="list-style-type: none"> Lesson plan Teacher notes Student classroom interviews Audio/visual/print artifact | <ul style="list-style-type: none"> While evidence generation needs to be planned, evidence can also arise spontaneously Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing Teacher should structure multiple opportunities to generate evidence and not rely on one source |
| <p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p> | <ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference | <ul style="list-style-type: none"> Lesson plan Teacher notes Written feedback on student work Student classroom interviews | <ul style="list-style-type: none"> Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning |

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PERFORMANCE LEVELS

| Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status | Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria | Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students | Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students |
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| Level 4 Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status | Level 4 Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status | Level 4 Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson | Level 4 Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson |
| Level 3 Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status | Level 3 Teacher adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status | Level 3 Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson | Level 3 Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson |
| Level 2 Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited | Level 2 Teacher inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status | Level 2 Teacher structures limited opportunities to generate evidence of most students' learning during the lesson | Level 2 Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson |
| Level 1 Teacher plans no, or almost no on-going learning opportunities based on any evidence of students' learning status | Level 1 Teacher aligns no, or almost no assessment opportunities with any learning goals and performance criteria | Level 1 Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson | Level 1 Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson |