

<p><b>3D - Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Assessment Criteria</li> <li>• Monitoring of Student Learning</li> <li>• Feedback to Students</li> <li>• Student Self-Assessment and Monitoring of Progress</li> </ul>	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment for learning has always been and will continue to be an important aspect of teaching (It's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their "fingers on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p>			
	<p style="text-align: center;"><b><i>Ineffective</i></b></p> <ul style="list-style-type: none"> <li>• There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</li> <li>• Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</li> </ul>	<p style="text-align: center;"><b><i>Developing</i></b></p> <ul style="list-style-type: none"> <li>• Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</li> <li>• Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</li> </ul>	<p style="text-align: center;"><b><i>Accomplished</i></b></p> <ul style="list-style-type: none"> <li>• <b>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</b></li> <li>• <b>Students appear to be aware of the assessment criteria; some of them engage in self-assessment</b></li> <li>• <b>Questions, prompts, assessments are used to diagnose evidence of learning.</b></li> </ul>	<p style="text-align: center;"><b><i>Exemplary</i></b></p> <ul style="list-style-type: none"> <li>• Assessment is fully integrated into instruction through extensive use of formative assessment.</li> <li>• Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria</li> <li>• Students self-assess and monitor their progress.</li> <li>• A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</li> <li>• Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</li> </ul>
<p><b><i>Critical Attributes</i></b></p>	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high-quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Feedback is only global.</li> <li>• The teacher does not ask students to evaluate their own classmates work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</li> <li>• Teacher requests global indications of student understanding.</li> <li>• Feedback to students is not uniformly specific and not oriented towards future improvement of the work.</li> <li>• The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work.</li> <li>• The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> <li>• The teacher attempts to engage students in self-assessment or peer assessment.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>• There is evidence that students have helped establish the evaluation criteria.</li> <li>• Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</li> <li>• Teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>• Feedback to students is specific and timely, and is provided from many sources including other students.</li> <li>• Students monitor their own</li> </ul>

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				understanding, either on their own initiative or as a result of tasks set by their teacher.
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• A student asks: “How is this assignment going to be graded?”</li> <li>• A student asks, “Does this quiz count towards my grade?”</li> <li>• The teacher forges ahead with a presentation without checking for understanding.</li> <li>• The teacher says: “Good job, everyone.”</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks: “Does anyone have a question?”</li> <li>• When a student completes a problem on the board, the teacher corrects the student’s work without explaining why.</li> <li>• The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher circulates during small group or independent work, offering suggestions to groups of students.</li> <li>• The teacher uses a specifically formulated question to elicit evidence of student understanding.</li> <li>• The teacher asks student to look over their papers to correct their errors</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</li> <li>• While students are working, the teacher circulates, providing substantive feedback to individual students.</li> <li>• The teacher uses exit tickets to elicit evidence of individual student understanding.</li> <li>• Students offer feedback to their classmates on their work.</li> <li>• Students evaluate a piece of their writing rubric and confer with the teacher about how it could be improved.</li> </ul>