

## Characteristics of Highly Effective Teaching and Learning in Social Studies

# Section Two: Classroom Assessment and Reflection

**Classroom Assessment and Reflection:** the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

### **Teacher Characteristics:**

**A- Teacher uses multiple methods to systematically gather data about student understanding and ability.**

**The teacher:**

1) uses multiple methods to systematically gather data about student understanding and ability including service learning, authentic and performance assessments (scored discussions and criteria scored debates).

**B- Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. The teacher:**

1) uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve social studies teaching practice.

2) monitors progress in knowledge, skills and civic dispositions (individual responsibility, self-discipline, self-governance, civility, respect for rights of others, honesty, respect for law, open-mindedness, critical mindedness, negotiation and compromise, persistence, civic mindedness, compassion and patriotism).

**C- Teacher revises instructional strategies based upon student achievement data.**

**D- Teacher uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions. The teacher:**

1) uncovers students' prior understanding of the knowledge, skills, concepts and civic dispositions to be addressed in social studies and addresses students' misconceptions/incomplete conceptions.

**E- Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. The teacher:**

1) co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for performance such as the criteria in debates, discussions, writing assignments and responses, cooperative group work, inquiry based investigations, and presentations.

**F- Teacher guides students to apply rubrics to assess their performance and identify improvement strategies.**

**G- Teacher provides regular and timely feedback to students and parents that moves learners forward.**

**H- Teacher allows students to use feedback to improve their work before a grade is assigned.**

**I- Teacher facilitates students in self- and peer-assessment.**

**J- Teacher reflects on instruction and makes adjustments as student learning occurs.**

### **Student Characteristics:**

**A- Student recognizes what proficient work looks like and determines steps necessary for improving his/her work.**

**B- Student monitors progress toward reaching learning targets.**

**C- Student develops and/or uses scoring guides periodically to assess his/her own work or that of peers.**

**D- Student uses teacher and peer feedback to improve his/her work.**

**E- Student reflects on work and makes adjustments as learning occurs.**