3d. Using Assessment in Instruction

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| 4 | There is evidence that students have helped establish the evaluation criteria. |
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| 4 | Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class. |
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| 4 | Teacher makes frequent use of strategies to elicit information about individual student understanding. |
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| 4 | Feedback to students is specific and timely, and is provided from many sources, including other students. |
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| 4 | Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. |
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| 3 | Students indicate that they clearly understand the characteristics of high- quality work. |
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| 3 | The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements. |
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| 3 | Feedback includes specific and timely guidance for at least groups of students |
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| 3 | The teacher attempts to engage students in self- or peer-assessment. |
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| 2 | There is little evidence that the students understand how their work will be evaluated. |
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| 2 | Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. |
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| 2 | Teacher requests global indications of student understanding. |
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| 2 | Feedback to students is not uniformly specific, not oriented towards future improvement of work. |
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| 2 | The teacher makes only minor attempts to engage students in self- or peer-assessment. |
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| 1 | The teacher gives no indication of what high quality work looks like. |
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| 1 | The teacher makes no effort to determine whether students understand the lesson. |
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| 1 | Feedback is only global. |
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| 1 | The teacher does not ask students to evaluate their own or classmates’ work. |
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