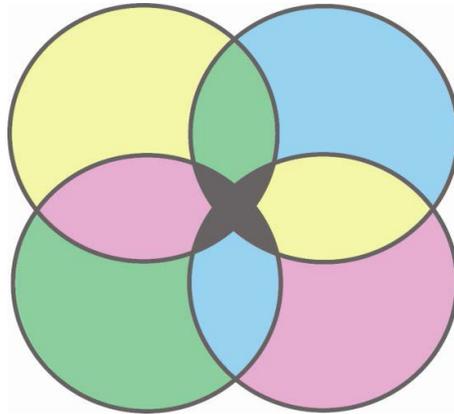


# Domain 3: Instruction

## 3d: Using Assessment in Instruction

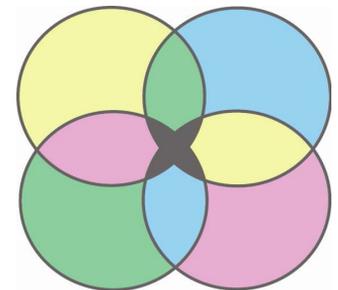


**The Framework for Teaching**  
**Charlotte Danielson**

# Objectives

## 3d: Using Assessment in Instruction

- ▶ Understand the elements of 3d
- ▶ Distinguish the difference in Levels of Performance
- ▶ Review examples of 3d behavior
- ▶ Identify my level of performance on 3d
- ▶ Incorporate strategies to improve my level of performance in 3d



# Why Is Assessment an Important Component of Effective Teaching?

- ▶ Assessment of student learning plays an important role **in instruction**.
  - It does not signal the end of instruction.
  - It is recognized as an integral part of instruction.
  - It is important for teachers to know whether students have learned what they intended.
- ▶ Assessment **for learning** has a more important role in allowing teachers to have a finger on the pulse of a lesson.
- ▶ Assessment is critical to monitoring student understanding and offering feedback to students.

# Why Is Assessment an Important Component of Effective Teaching?

- ▶ Monitoring for learning may look like monitoring for behavior, but it has a different purpose.
  - Look at student writing.
  - Listen to what students are saying or asking.
  - Make decisions about what students need to grasp the concepts.
  - Circulate through room with a different intent than that **of** classroom management.



# Why Is Assessment an Important Component of Effective Teaching?

- ▶ Questions to monitor learning are different from those used to build understanding.
  - Teachers are alert to students' revealed misconceptions when **monitoring for learning**.
  - The questions are designed to explore relationships or deepen understanding when **building understanding**.
  - Encouraging students to **monitor their own** understanding is teaching at a higher level.
  - Making mid-course corrections to seize **teachable moments or enlist students' particular interests** to enrich an explanation are useful when monitoring for learning.



# The Elements

## ▶ Assessment Criteria

- Criteria for assessment must be clear to teachers and publicly known by students.
- Teachers can incorporate assessment strategies and students can monitor their learning.
- At Distinguished Level, students have a hand in articulating the criteria (i.e., clear oral presentation)





# The Elements

- ▶ Monitoring of Student Learning
  - Eliciting evidence of student understanding is one of true expertise.
  - Not a hit or miss effort but is planned carefully in advance.
  - Skilled teachers use a variety of techniques to weave monitoring of student learning seamlessly into the lesson.





# The Elements

- ▶ Feedback to Students
  - Feedback is an essential element of rich instructional environment.
  - Without it, students are constantly guessing as to how they are doing and how their work can be improved.
  - Valuable feedback should be **timely**, **constructive**, and **substantive**.
  - Feedback should provide students with the guidance they need to improve their performance.



# The Elements

- ▶ Student Self-Assessment & Monitoring Progress
  - Monitoring their own progress is the culmination of student assumption of responsibility for learning.
  - The result of self-monitoring is taking appropriate action.
  - This only happens when criteria for learning are clear.
  - Students should have been taught skills of checking their work against those criteria.





# The Elements

- ▶ Lesson Adjustment
  - Experienced teachers can make minor and major lesson corrections or adjustments.
  - Adjustments depend on a teacher's store of alternate instructional strategies and confidence to make a shift when needed.

Complete element activity.



# Using Assessment in Instruction Indicators

- ▶ The teacher paying close attention to evidence of student understanding
- ▶ The teacher posing questions specifically created to elicit evidence of student understanding
- ▶ The teacher circulating to monitor student learning and to offer feedback
- ▶ Students assessing their own work against established criteria
- ▶ The teacher adjusting instruction in response to evidence of student understanding or lack of it



**Complete Relevant Activity**

# Relevant because...

- ▶ Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

*This observation shows students taking the initiative to monitor their own progress. Both student and teacher monitoring of progress are elements of 3d.*

- ▶ After receiving a correct response from one student, the teacher continues without ascertaining whether all students understand the concept.

*This observation is evidence of lesson adjustment—a 3d component.*

# Relevant because...

- ▶ The teacher tells students that they're doing a lesson because it is on the test, is in the book, or is district-directed.

*Not Relevant: Even though this observation describes the instructor teaching to the test, it does not provide evidence of the use of assessment in instruction. Rather, this observation is evidence of what students will be learning. If the only reason for learning a particular concept is that it will be on the test, the teacher is not conveying the importance of the content and of learning, which is an element of Establishing a Culture for Learning-2b.*

- ▶ The teacher circulates during small-group or independent work, offering suggestions to groups of students.

*This observation is evidence of feedback to students-3d.*

# Relevant because...

- ▶ A student asks, “How is this assignment going to be graded?”

*This is assessment criteria–3d. Assessment should not only be used for grading. Rather, it should be used to help revise instruction and support individual student needs. Students should be aware of and even help develop the criteria for assessment.*

- ▶ A student asks, “How many ways are there to get this answer?”

*Not Relevant: This is evidence of 3c: Questioning. Students are asking rigorous and relevant questions but do not seem to be self-assessing their learning progress.*

# Evidence for Levels of Performance

- ▶ The teacher paying close attention to evidence of student understanding
- ▶ The teacher posing questions specifically created to elicit evidence of student understanding
- ▶ The teacher circulating to monitor student learning and to offer feedback
- ▶ Students assessing their own work against established criteria
- ▶ The teacher adjusting instruction in response to evidence of student understanding (or lack of it)

Complete activity for Levels of Performance

# Level of Performance

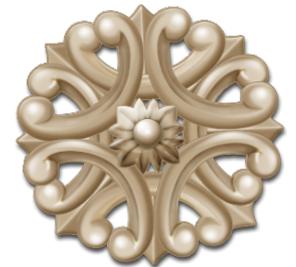
- ▶ Read the four examples and assign a level of performance to each. We will check your work by the number on the cards.
- ▶ A. Unsatisfactory (Level 1)
- ▶ B. Proficient (Level 3)
- ▶ C. Distinguished (Level 4)
- ▶ D. Basic (Level 2)



# Level 3: Proficient

## Critical Attributes

- ▶ Students indicate that they clearly understand the characteristics of high-quality work.
- ▶ Feedback includes specific and timely guidance on how students can improve their performance.
- ▶ The teacher elicits evidence of individual student understanding during the lesson, for at least some groups of students.
- ▶ Students are invited to assess their own work and make improvements.
- ▶ When necessary, the teacher makes adjustments to the lesson to enhance understanding for groups of students.



# Level 2:Basic Critical Attributes

- ▶ There is little evidence that students understand how their work will be evaluated.
- ▶ The teacher monitors understanding through a single method or without ensuring that all students understand.
- ▶ The teacher requests global indications of student understanding.
- ▶ Feedback to students is not uniformly specific nor oriented toward future improvement of work.
- ▶ The teacher makes only minor attempts to engage students in self or peer assessment.
- ▶ The teacher's attempts to adjust a lesson are partially successful.



# Level 1: Unsatisfactory Critical Attributes

- ▶ The teacher gives no indication of what high-quality work looks like.
- ▶ Assessment is used only for grading.
- ▶ The teacher makes no effort to determine whether students understand the lesson.
- ▶ Feedback is only global.
- ▶ The teacher does not ask students to evaluate their own or classmates' work.
- ▶ The teacher makes no attempt to adjust the lesson based on student confusion.

# Level 4: Distinguished Critical Attributes

**In addition to the characteristics of a proficient level of performance,**

- ▶ There is evidence that students have helped establish the evaluation criteria.
- ▶ Teacher's monitoring of student understanding is sophisticated and continuous; the teacher is constantly taking the pulse of the class.
- ▶ The teacher makes frequent use of strategies to elicit information about individual student understanding.
- ▶ Feedback to students is provided from many sources, including other students.
- ▶ Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- ▶ The teacher's adjustments to the lesson are designed to assist individual students.

**Complete Levels Activity**

# Reflect

- ▶ Do I understand the elements of 3d?
- ▶ What are the key differences between the Levels of Performance for 3d?
- ▶ Explain an example of 3d behavior.
- ▶ My level of performance on 3d can be improved by ...
- ▶ Strategies that I will incorporate to improve my level of performance in 3d include...

