

Component	3d: Using Assessment in Instruction
	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part of instruction. While assessment <i>of</i> 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 they intend) assessment <i>for</i> 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 finger on “the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher’s actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students’ revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.</p> <p>But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher’s skill in making mid-course corrections when needed, seizing on a “teachable moment.”</p> <p>Elements of Component 3d are:</p> <ul style="list-style-type: none"> • Assessment Criteria <i>It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.</i> • Monitoring of student learning <i>A teacher’s skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</i> • Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.</i> • Student self-assessment and monitoring of progress <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Teacher paying close attention to evidence of student understanding</i> • <i>Teacher posing specifically-created questions to elicit evidence of student understanding</i> • <i>Teacher circulating to monitor student learning and to offer feedback</i>

- *Students assessing their own work against established criteria*
- *Teacher adjusting instruction in response to evidence of student understanding (or lack of it)*

	Unsatisfactory	Basic	Proficient	Distinguished
<i>3d: Using Assessment in Instruction</i>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • 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. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. • The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and 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.
Possible Examples	<ul style="list-style-type: none"> • A student asks: "How is this assignment going to be graded?" • A student asks "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. 	<ul style="list-style-type: none"> • Teacher asks: "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher, after receiving a 	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically-formulated question to elicit evidence of student understanding. • The teacher asks students to look over 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates providing substantive feedback to individual students.

	<ul style="list-style-type: none"> • <i>The teacher says: "good job, everyone."</i> 	<p><i>correct response from one student, continues, without ascertaining whether all students understand the concept.</i></p>	<p><i>their papers to correct their errors.</i></p>	<ul style="list-style-type: none"> • <i>The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</i> • <i>Students offer feedback to their classmates on their work.</i> • <i>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</i>
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