

# Teacher Orientation to the Framework for Teaching and Framework for Teaching Proficiency System



Activity: Write down types of assessment that you do within your classroom and when this occurs on the sheet provided.



# Agenda

## Domain 3: Instruction

### 3d: Using Assessment in Instruction

- Overview
- Elements
- Indicators
- Examples of Relevant Evidence
- Rubric (highlighted)
- Examples matched with level description
- Distinguishing between 2 and 3
- What this component would look like in my classroom....
- Activity: Evidence vs. Interpretation
- Session Reflection
- Questions

# Overview

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## Assessment:

1. Plays an important role in instruction
2. No longer signals the end of instruction
3. Recognized to be an integral part of instruction
4. More focused on providing teachers with the knowledge of whether students have learned what they intended for them to learn
5. “Assessment for learning”
6. To assess student learning in order to lead instruction, teachers must “have their finger on the pulse of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.”
7. Monitoring student learning versus monitoring student behavior
8. Questions asked of student to monitor learning are fundamentally different from those used to build understanding (gaining feedback)
9. Gold standard of assessment is to encourage students to monitor their own learning against clear standards (actually teaching the skills needed to do so)
10. Emphasis on teacher’s capability to make mid-course corrections, when needed , to seize on a teachable moment or enlist students’ particular interests to enrich an explanation

# Elements

- **Assessment Criteria**

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- Cannot have incorporation of assessment strategies into a teacher's teaching, nor can students monitor their own learning, if the criteria for assessment are not clear to teachers and made public to the students. At the highest level, the students have had a part in articulating the criteria.

- **Monitoring of Student Learning**

- Expertise = teacher's skill in eliciting evidence of student understanding

- Planned

- Use of a variety of techniques to intertwine the monitoring of student learning seamlessly into the lesson.

- **Feedback to Students**

- Leaves the guessing game out of it.

- Feedback should be timely, constructive, substantive and provide students the guidance they need to improve their performance.

- **Student Self-Assessment and Monitoring of Progress**

- Students take responsibility for learning by monitoring their own learning and taking appropriate action.

- **Lesson Adjustment**

- Experienced teachers are able to make minor and major mid-course corrections, or adjustments to a lesson

# Indicators

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- Specific examples:
  1. The teacher paying close attention to evidence of student understanding.
  2. The teacher posing questions specifically created to elicit evidence of student understanding.
  3. The teacher circulating to monitor student learning and to offer feedback.
  4. Students assessing their own work against established criteria.
  5. The teacher adjusting instruction in response to evidence of student understanding (or lack of it).

# Examples of Relevant Evidence

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Relevant	Yes or No
Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.	
The teacher tells students that they're doing a lesson because it's on the test, is in the book, or is district-directed.	
After receiving a correct response from one student, the teacher continues without ascertaining whether all students understand the concept.	
A student asks, "How is this assignment going to be graded?"	
A student asks, "How many ways are there to get this answer?"	
The teacher circulates during small-group or independent work, offering suggestions to groups of students.	

## 4. Activity: Understanding the Levels of Performance

### Level 4

- Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teachers and peers is accurate and specific and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.

### Level 3

- Assessment is regularly used during instruction through teacher and/or student monitoring of progress of learning, 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, and adjustment to instruction is made to address student misunderstandings.

### Level 2

- Assessment is sporadically used to support instruction through some teacher and/or student monitoring of progress of learning. Feedback to students is general, and students are only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning. Adjustment of the lesson in response to the assessment is minimal or ineffective..

### Level 1

- 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. There is no attempt to adjust the lesson as a result of assessment.



## 4. Activity: Understanding the Levels of Performance

### Level 4

- **Assessment is fully integrated** into instruction through **extensive use of formative assessment**. **Students** appear to be aware of, and there is some evidence they **have contributed to**, the assessment criteria. **Students self-assess and monitor** their progress. A variety of **feedback**, from both the **teachers and peers** is accurate and specific and advances learning. Questions/prompts/assessments are **used regularly to diagnose evidence of learning**, and instruction is **adjusted and differentiated** to address **individual student** misunderstandings.

### Level 3

- **Assessment is regularly used** during instruction through **teacher and/or student monitoring** of progress of learning, 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, and **adjustment** to instruction **is made to address student misunderstandings**.

### Level 2

- **Assessment is sporadically** used to support instruction through some teacher and/or student **monitoring** of progress of learning. **Feedback** to students is **general**, and students are only **partially aware** of the assessment criteria; few assess their own work. Questions/prompts/assessments are **rarely used** to diagnose evidence of learning. **Adjustment** of the lesson in response to the assessment is **minimal or ineffective**.

### Level 1

- 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**. There is **no attempt to adjust the lesson** as a result of assessment.

# Examples Matched with Level Description

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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. There is no attempt to adjust the lesson as a result of assessment.

Level 1

Level 2

Level 3

Level 4

# Examples Matched with Level Description

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Assessment is regularly used during instruction through teacher and/or student monitoring of progress of learning, 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, and adjustment to instruction is made to address student misunderstandings.

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Level 1

Level 2

Level 3

Level 4

# Distinguishing Between 2 and 3

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**Assessment** is **regularly used** during instruction through **teacher and/or student monitoring** of progress of learning, 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, and **adjustment** to instruction **is made to address student misunderstandings**

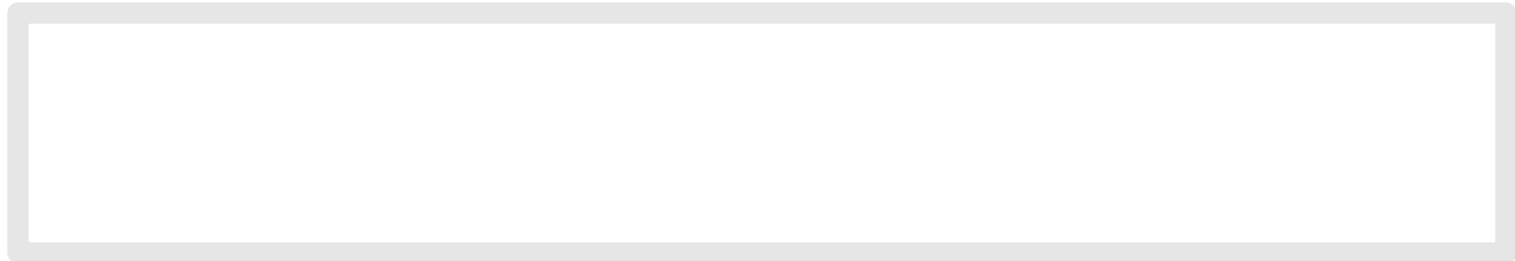
2

↘ **Assessment** is **sporadically** used to support instruction through some teacher and/or student **monitoring** of progress of learning. **Feedback** to students is **general**, and students are only **partially aware** of the assessment criteria; few assess their own work. Questions/prompts/assessments are **rarely used** to diagnose evidence of learning. **Adjustment** of the lesson in response to the assessment is **minimal or ineffective**..

# What would this component look like in my classroom?

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1. Form a group of teachers in a similar classroom as yours (ECE, MSI, ED, Autism, Itinerant).
2. Review the overview, elements, indicators, and levels of component 3d then review the form that you previously completed and share.
3. Next to the examples of current practices, write down any changes you would make.
4. Write down 3 -4additional ideas for this component.



# Evidence vs. Interpretation

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## Evidence

Evidence is a factual reporting of events. It may include teacher and student words and actions. It may also include artifacts prepared by the teacher, students or others. Evidence is selected using professional judgment by the observer and/or the teacher. It is not clouded with personal opinion or biases.

## Interpretation

Interpretation is subjective reporting of events. It is a statement of an interpretation of the actual evidence from the classroom. Examples: “Students appear comfortable, happy, bored.”



## 6. Activity: Sorting Evidence and Interpretation

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The teacher did not ask any questions while reading a book to the students.

The students used assistive technology device to indicate “yes” and “no” when asked literal comprehension questions about a story.

At the end of the lesson, the teacher asked the students to talk with a partner about what they liked about the experiment and what worked and did not work.

The students did not seem to understand the lesson by their puzzled looks.

The teacher walked around the classroom and looked at the student’s completed project.

The students answered no questions with the correct answer.

The teacher worked hard to check for understanding.

## 8. Activity: Session Reflection

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- An insight I had as a result of today's session is...
- Concepts from this session that are most applicable to my teaching practice are...
- A question I have related to today's session is...

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# ↓ Questions