

## Standard 5: Assessment is Integrated into Instruction

What Teachers Need to Demonstrate	Description/Notes
<p><b>Indicator 1</b> Teacher plans on-going learning opportunities based on evidence of <b>all</b> students' current learning status</p>	<ul style="list-style-type: none"> <li>• "Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area)</li> <li>• There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2)</li> </ul>
<p><b>Indicator 2</b> Teacher aligns assessment opportunities with learning goals and performance criteria</p>	<ul style="list-style-type: none"> <li>• Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity)</li> <li>• Performance criteria indicate the successful accomplishment of the learning goal</li> <li>• Teacher should use different types of assessment strategies to account for learner differences</li> </ul>
<p><b>Indicator 3</b> Teacher structures opportunities to generate evidence of learning during the lesson of all students</p>	<ul style="list-style-type: none"> <li>• While evidence generation needs to be planned, evidence can also arise spontaneously</li> <li>• Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one- on-one conferencing</li> <li>• Teacher should structure multiple opportunities to generate evidence and not rely on one source</li> </ul>
<p><b>Indicator 4</b> Teacher adapts actions based on evidence generated in the lesson for <b>all</b> students</p>	<ul style="list-style-type: none"> <li>• Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning</li> </ul>

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