5 Standard 5: Assessment is Integrated into Instruction

Indicators

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Teacher plans on-going learning opportunities based on evidence of **all** students' current learning status	• Teacher pre/post conference • One confirmatory item from optional evidence source	• Lesson plan • Prior student work/assessment informing planned learning opportunities • Teacher notes • Student classroom interviews	• "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) • 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)
Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	• Direct evaluator observation • Teacher pre/post conference	• Lesson plan • Student work • Student classroom interviews	• Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity) • Performance criteria indicate the successful accomplishment of the learning goal • Teacher should use different types of assessment strategies to account for learner differences
Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students	• Direct evaluator observation • Teacher pre/post conference	• Lesson plan • Teacher notes • Student classroom interviews • Audio/visual/print artifact	• While evidence generation needs to be planned, evidence can also arise spontaneously • Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing • Teacher should structure multiple opportunities to generate evidence and not rely on one source
Indicator 4 Teacher adapts actions based on evidence generated in the lesson for **all** students	• Direct evaluator observation • Teacher pre/post conference	• Lesson plan • Teacher notes • Written feedback on student work • Student classroom interviews	• Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning

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Performance Levels

Indicator 1 *Teacher plans on-going learning opportunities based on evidence of **all** students' current learning status*	**Indicator 2** *Teacher aligns assessment opportunities with learning goals and performance criteria*	**Indicator 3** *Teacher structures opportunities to generate evidence of learning during the lesson of **all** students*	**Indicator 4** *Teacher adapts actions based on evidence generated in the lesson for **all** students*
Level 4 Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status	**Level 4** Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status	**Level 4** Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson	**Level 4** Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson
Level 3 Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status	**Level 3** Teacher adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status	**Level 3** Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson	**Level 3** Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 2 Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited	**Level 2** Teacher inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status	**Level 2** Teacher structures limited opportunities to generate evidence of most students' learning during the lesson	**Level 2** Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 1 Teacher plans no, or almost no on-going learning opportunities based on any evidence of students' learning status	**Level 1** Teacher aligns no, or almost no assessment opportunities with any learning goals and performance criteria	**Level 1** Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson	**Level 1** Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson

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