

Standard 5	Indicator	Level	Reasons for Level Score
S5. Assessment is integrated into instruction	I1. Teacher plans on-going learning based on evidence of all students' current learning status		Note: There was no observed evidence that the teacher planned learning opportunities based on evidence of student learning status. The teacher did observe that the students had moved through a progression from reading one paragraph to six paragraphs, but this indicator would need to be fully evaluated by evidence from other sources.
	I2. Teacher aligns assessment opportunities with learning goals and performance criteria		The teacher has substantive learning goals for the lesson and engages students in assessment opportunities through their responses to questions, their table talk discussions and the written work. Because the teacher didn't specify clear performance criteria, it is not clear if the assessment opportunities are aligned with the performance criteria.

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	<p>I3. Teacher structures opportunities to generate evidence of learning during the lesson for all students</p>	<p>The lesson structure of questioning, partner and group work provides structured opportunities for the teacher to generate evidence of learning from all students. The teacher engages with all the students in the class (e.g., circulating from group to group). To receive a score of 4, he would need to show evidence of obtaining evidence to gauge each student's learning status (e.g., a work product or individual conferences).</p>
	<p>I4. Teacher adapts actions based on evidence generated in the lesson for all students.</p>	<p>There was some evidence of the teacher adapting his actions (for example, his questions and explanation) based on evidence of student learning. To score higher, the evaluator would need to discuss with the teacher what actions he took either in this lesson or what action he was planning to take in subsequent lessons based on evidence of student learning.</p>