

Standard III **Element B**

LEVEL 1 PRACTICES

THE TEACHER:

1 *Determines the students' current skill levels and uses that information to plan instruction.*

The teacher needs to know where each student begins and how he is progressing towards meeting the learning objectives of a lesson in order to employ [instructional strategies](#) that address student needs. Depending on a student's progress towards the objective, her understanding of procedural skills and conceptual understandings, her level of motivation, and her learning preferences, the teacher will need to provide different ways for the student to access the content and skills being taught.

Instructional strategies employed in a lesson should have the following:

- Alignment to the learning objective.
- Support of the academic needs of students.
- Use of a variety of strategies, which address the students' learning preferences, including visual, kinesthetic, and auditory preferences.
- Opportunities for student-to-student interaction.
- Connections to student interests, experiences, and prior learning.

Refer to these internal resources for use in identifying student needs:

- [Determining Your Learning Preference](#)
Document can be used by students to determine their learning preference.
- [Characteristics of Learning Styles Preferences](#)
Document provides characteristics of the learning preferences: auditory, visual, and kinesthetic, with suggestions for instructional strategies.
- [Interest Inventory for Students](#)
Survey references twenty different areas of a student's life that can be used to support the student and teacher in identifying their interests.
- [Multiple Intelligence Survey for Secondary Students](#)
Survey supports secondary students in identifying their preferred type of intelligence, based on the work of Howard Gardner.
- [Multiple Intelligence Survey for Elementary Students](#)
Survey supports elementary students in identifying their preferred type of intelligence, based on the work of Howard Gardner.

See also [Standard II, Element C](#).

2 *Selects assessment strategies aligned to the learning objective.*

Prior to teaching any unit, teachers must know the learning outcomes for their students and the criteria for success. Until teachers have articulated, to themselves and to their students, the expectations for learning and how mastery will be measured, the instruction can be misaligned to unit objectives, and assessments may provide limited information on actual student progress towards these objectives. Stated differently, before teachers can assess learning outcomes appropriately, they must have explicit student outcomes in mind for each lesson.

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Once a teacher has developed the student outcomes for a lesson, the next step is to develop assessments that assess these outcomes or required skills. Teachers may apply the following questions to support assessment development:

- What will I need to hear students say as evidence of their mastery of skills or concepts?
- What will I need to see students do as evidence of their mastery of skills or concepts?
- What will student work need to look like for it to provide evidence of mastery of skills or concepts?

When developing assessments, teachers should also consider the following:

- Age and needs of students
- Alignment to Colorado Academic Standards
- Time required to complete assessment
- Assessment method that best provides information on student learning: oral, written, multiple choice, graphic representation, project, etc.
- Format of high-stakes tests: District benchmark assessments, state assessments, etc.
- Criteria for assessment (see below for more details)

Along with the development of assessments for a lesson, the teacher must also identify the criteria that will provide evidence of student mastery.

Developing appropriate criteria:

Clear and appropriate criteria specify what we should look at to determine the degree of understanding and serve us in making a judgment-based process consistent and fair.

Appropriate criteria highlight the most revealing and important aspects of the work (given the goals), not just those parts of the work that are merely easy to see or score. (Wiggins & McTighe, 2006, p. 172)

Guiding questions for developing criteria:

- Are the criteria measurable? Can student work or responses provide evidence for the criteria?
- Do the criteria measure procedural and conceptual understanding of the skill or content?
- Are the criteria free from culture bias?
- Are the criteria understandable to students?
- Do the criteria allow me to provide specific feedback to students on their progress?

Refer to this internal resource for additional information:

- [Student Outcomes](#)
Document provides information for how to create student outcomes.

Refer to these external resources for additional information:

- Website: PARCC, for information on PARCC assessments
<http://www.parcconline.org/>
- Document: Passage Selection Guidelines for Assessing CCSS (Common Core State Standards) ELA
<https://www.csai-online.org/resources/passage-selection-guidelines-parcc-summative-assessments-grades-3-11-elaliteracy>
Document provides guidelines for the selection of texts to teach and assess Common Core Literacy standards.

3 Monitors student learning in relation to the learning objective.

For the teacher to know how students are progressing towards the learning objective and to identify the most appropriate practices for instruction, she must be assessing throughout a lesson and unit of study.

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Assessment practice in a classroom is **formative** to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction. (Black & William, 2009, p. 9)(Hattie, 2012, p. 143)

The greatest power of assessment information is its ability to help one be a more effective teacher. When teachers know what students are and are not grasping at any given moment in a lesson, they know when to reteach, when to move ahead, and when to adjust instruction to explain concepts or skills in a different way. Informative assessment is not an end in itself, but the beginning of better instruction. (Tomlinson, 2008, p. 11)

Formative assessments occur when the teacher continually monitors student progress towards mastery of a learning objective for the purpose of making instructional decisions. For example, a teacher might circulate to observe students' work and listen to conversations between peers, or she might ask questions during whole-group, small-group, and individualized instruction. All of these can provide important data on students' understanding of a concept or skill and their ability to apply it to different contexts. Student data may be the result of assessments or student work, but they may also be data on students' social and emotional development, their learning preferences, interests, and culture.

See also Level 2 Practice, Uses assessment results to guide real-time adjustments to instruction.

Refer to this internal resource for additional information:

- [Research on the Use of Formative Assessments](#)
Document provides research from a variety of sources on the benefits of using formative assessments.

Planning/Coaching Questions

- How do you ensure assessments (formative and summative) are aligned to the learning objective? What criteria are used in developing or selecting assessments for the lesson?
- How do you determine criteria for mastery of the learning objective?
- How did you communicate the criteria for mastery to students?
- How do you utilize results from assessments to plan instruction?
- What types of assessments are used to monitor student learning? How do you vary the methods used to check for student understanding?
- At what points in the lesson do you check for student understanding?
- How do you utilize results from assessments to make real-time adjustments to instruction?
- What methods are used to provide feedback to families and/or significant adults?
- How do you ensure that students receive timely feedback that is frequent and high quality?
- How do you plan opportunities to confer with students on their progress towards mastery of learning objectives?
- How do you teach/model for students how to use feedback?
- When can you provide opportunities within the lesson for students to revise their work based on feedback?
- How do you involve students in monitoring their learning?

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