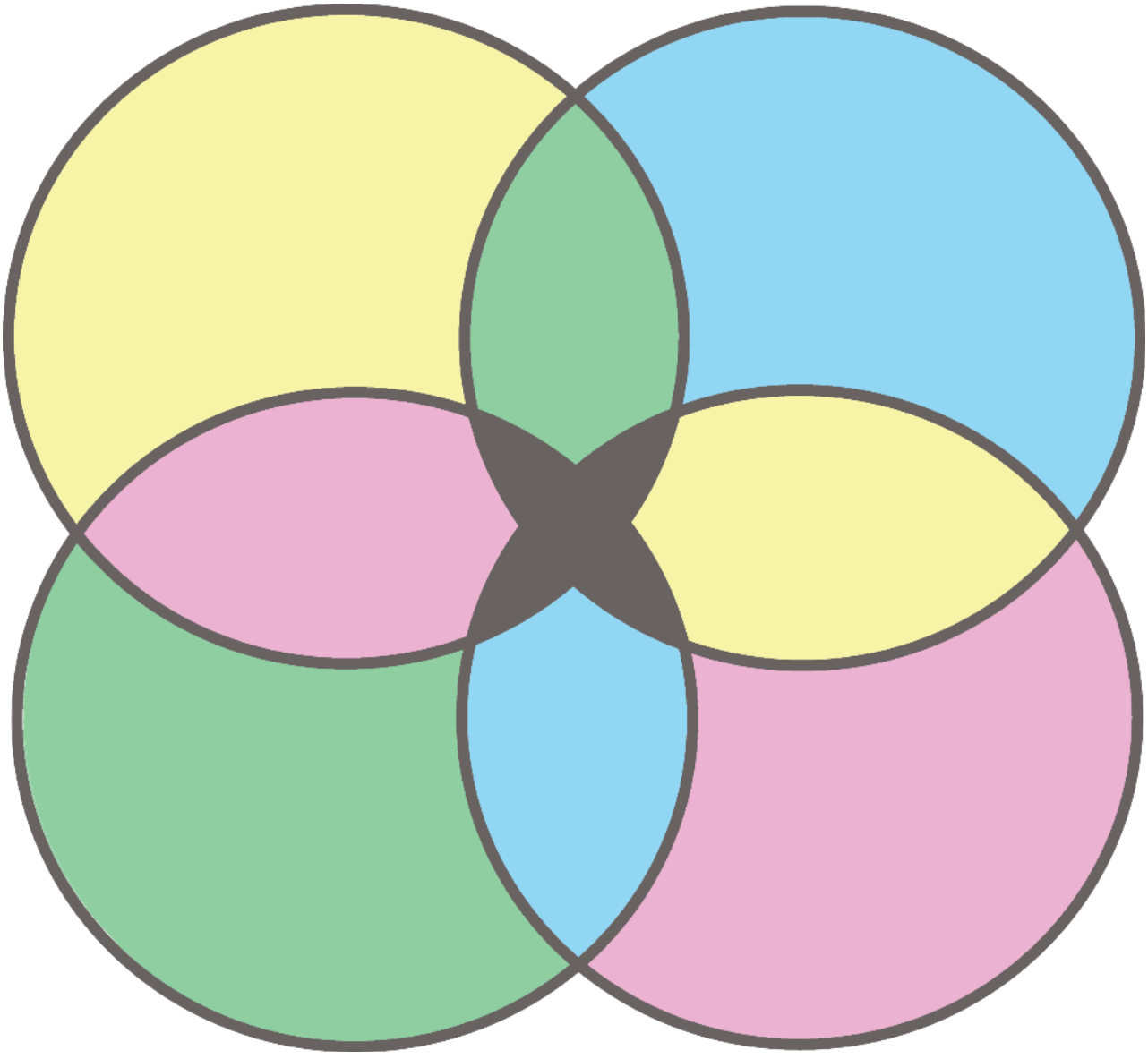
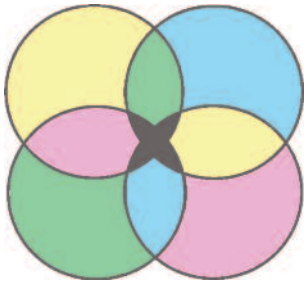
The Framework for Teaching Evaluation Instrument

2011 Louisiana Edition

by Charlotte Danielson





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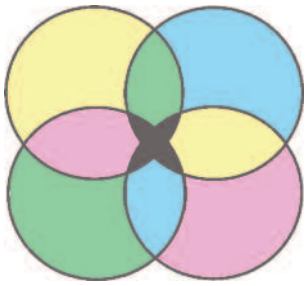

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Introduction

The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Although not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The 1996 Edition

Enhancing Professional Practice: A Framework for Teaching was first published by ASCD in 1996. It built on the research compiled by ETS in its development of *Praxis III: Classroom Performance Assessments*, an observation-based evaluation of first-year teachers that is used for the purpose of licensing. The Framework extended this work (examining current research) to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance: unsatisfactory, basic, proficient, and distinguished for each of its 22 components.

The 2007 Edition

The 2007 edition of The Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching,* incorporated several important enhancements, reflecting findings from the previous decade. Most importantly, it incorporated educational research that had been conducted since 1996, fully described in the appendix, The Research Foundation. Moreover, the 2007 edition included frameworks for nonclassroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of The Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of The Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed: 1c ("Selecting Instructional Goals") was changed to "Setting Instructional Outcomes"; 1f ("Assessing Student Learning") was revised to "Designing Student Assessments"; 3a ("Communicating Clearly and Accurately") was changed to "Communicating with Students"; and 3d ("Providing Feedback to Students") was altered to "Using Assessment in Instruction." In Domain 4, 4d ("Contributing to the School and District") was changed to "Participating in a Professional Community." Of these revisions, most were simple changes in language done for the sake of clarity. In the case of 4d, for example, the original name, "Contributing to the School and District," implied to some people that it was an additional responsibility, not integral to the work of teaching, whereas the new name, "Participating in a Professional Community," suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1 ("Planning and Preparation)," and 3d ("Using Assessment in Instruction") is clearly part of teaching. These distinctions were not as clear in the 1996 edition.

The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project "Measures of Effective Teaching (MET)," which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher's practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this study, which, because of its size, entailed the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons.

The tools required were of several types:

- Rubric language tighter even than that of the 2007 edition of The Framework for Teaching. Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component level rubrics capture all the essential information from those at the element level and far easier to use in evaluation than are those at the element level.
- "Critical attributes" for each level of performance for each component. These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- Possible examples for each level of performance for each component. These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice can look like in a range of settings.

These enhancements to The Framework for Teaching, while created in response to the demands of the MET study, have turned out to be valuable additions to the instrument in all its applications. Practitioners have found that the enhancements not only make it easier to deterine the level of performance reflected in a classroom for each component of The Framework but also contribute to judgments both more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

It should be noted that there are absolutely no changes to the architecture of The Framework for Teaching in the 2011 to the 2007 edition: it contains the same 4 domains, the same 22 components, and all of the same elements. Therefore, those educators who have invested resources in learning the language of the 2007 edition will find nothing to confuse them. They should expect to discover that the additional tools, added initially in response to the demands of a large research project, assist them in the challenging work of applying the framework to actual classroom teaching.

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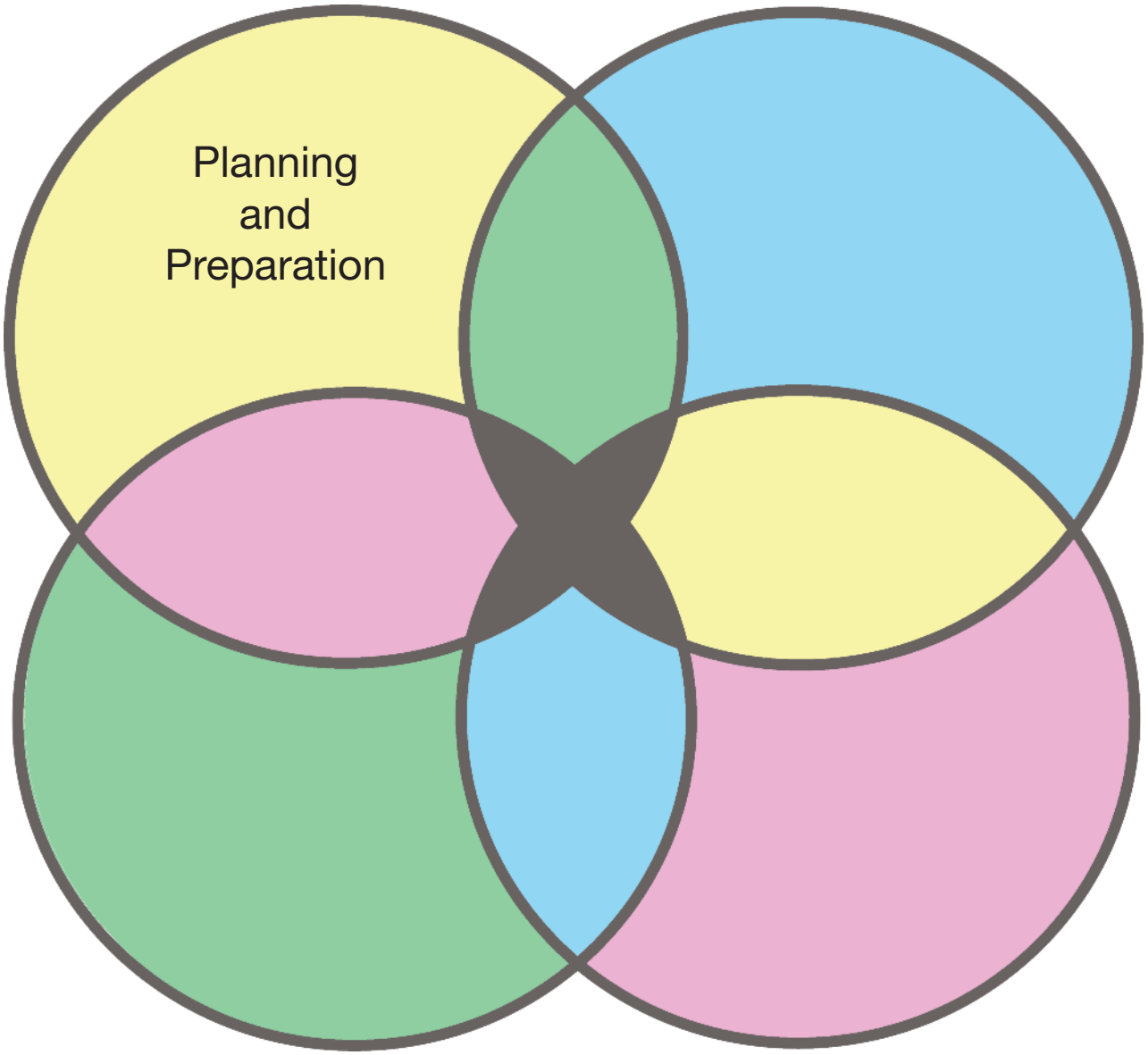
DOMAIN 1: Planning and Preparation



1c Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines. Elements of component 1c:

Value, sequence, and alignment

Students must be able to build their understanding of important ideas from concept to concept.

Clarity

Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance

Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

Outcomes must be appropriate for all students in the class.

Indicators:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Assessment of student attainment
- Outcomes differentiated for students of varied ability

1c Setting Instructional Outcomes—Possible Examples

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
A learning outcome for a fourth-grade class is to make a poster illustrating a poem. All the outcomes for a ninth-grade history class are factual knowledge. The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.	Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level are students struggling.	One of the learning outcomes is for students to appreciate the aesthetics of 18th-century English poetry. The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War. The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.	The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. Students will develop a concept map that links previous learning goals to those they are currently working on. Some students identify additional learning.

INEFFECTIVE	EFFECTIVE: EMERGING
Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.

Critical Attributes

Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.	Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.

EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Outcomes represent high expectations and rigor. Outcomes are related to the "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class and are differentiated where necessary.	In addition to the characteristics of "proficient": Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.

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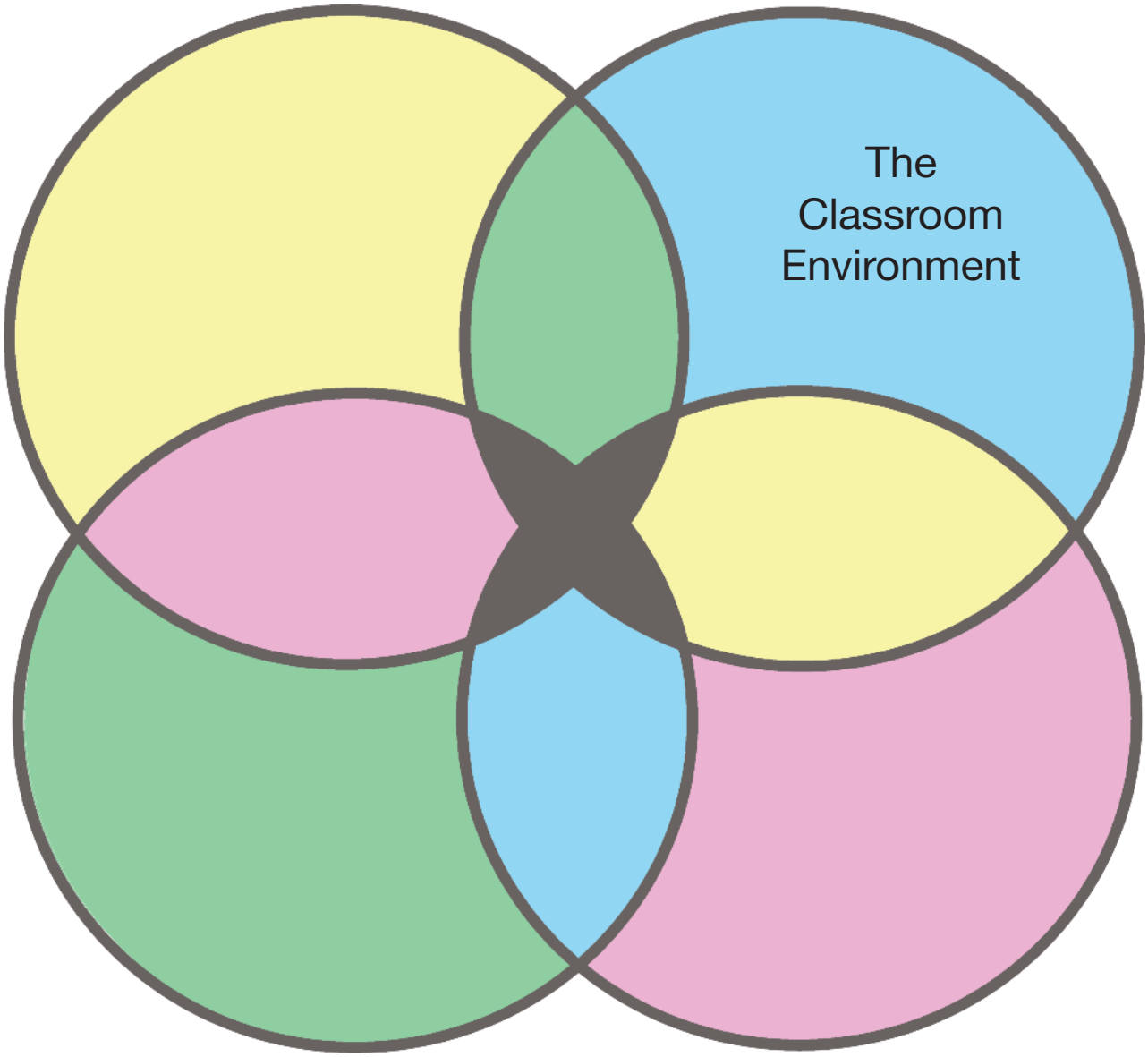
DOMAIN 2: The Classroom Environment



2c Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class "runs itself." Elements of component 2c:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities—large-group, small-group, independent work. Little time should be lost as students move from one activity to another; students know the "drill" and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of non-instructional duties

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

2c Managing Classroom Procedures—Possible Examples

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
When moving into small groups, students are confused about where they are supposed to go, whether they should take their chairs, etc. There are long lines for materials and supplies, or distributing supplies is time consuming. Students bump into one another lining up or sharpening pencils. Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process. Most students ask what they are to do or look around for clues from others.	Some students not working with the teacher are not productively engaged in learning. Transitions between large- and small-group activities are rough, but they are accomplished. Students are not sure what to do when materials are being distributed or collected. Students ask some clarifying questions about procedures. The attendance or lunch count consumes more time than it would need if the procedure were more routinized.	Students get started on an activity while the teacher takes attendance. Students move smoothly between large- and small-group activities. The teacher has an established timing device, such as counting down to signal students to return to their desks. Teacher has an established attention signal, such as raising a hand, or dimming the lights. One member of each small group collects materials for the table. There is an established color-coded system indicating where materials should be stored. In small-group work, students have established roles, they listen to one another, summarize different views, etc. Cleanup at the end of a lesson is fast and efficient.	Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. A student reminds classmates of the roles that they are to play within the group. A student redirects a classmate to the table s/he should be at following a transition. Students propose an improved attention signal. Students independently check themselves into class on the attendance board.

INEFFECTIVE	EFFECTIVE: EMERGING
Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.

Critical Attributes

Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic.	Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. Classroom routines function unevenly.

EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.

The students are productively engaged during small-group work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	In addition to the characteristics of "proficient": Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently.

DOMAIN 3

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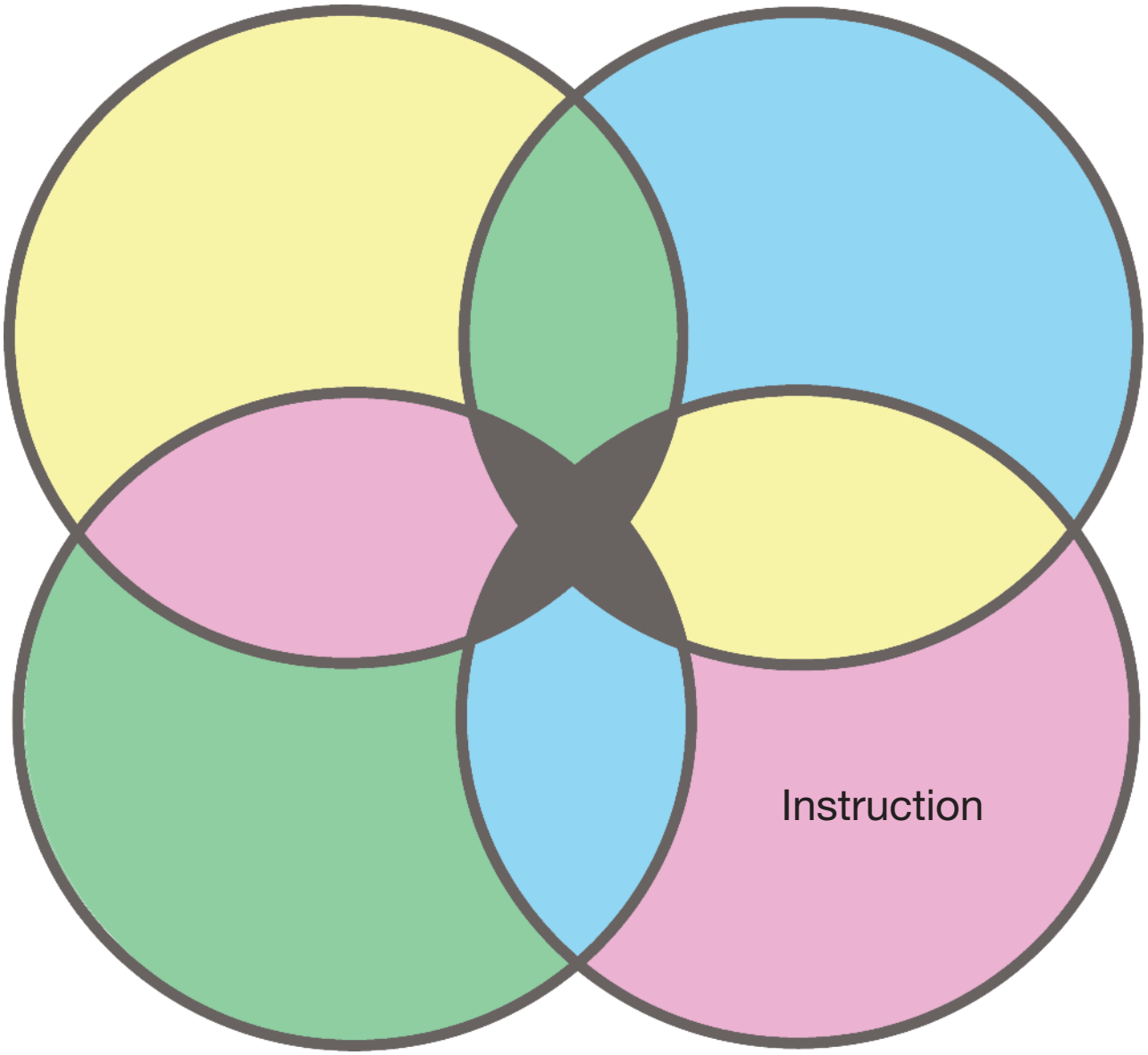
DOMAIN 3: Instruction



3b Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practice. But in the framework it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered part of this component.

In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught. Elements of component 3b:

Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and provide students with sufficient time to think about their response to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This strategy may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

Effective teachers promote learning through discussion. Some teachers report, "We discussed x" when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion in which the teacher steps out of the central, mediating role
- High levels of student participation in discussion

3b Questioning and Discussion Techniques—Possible Examples

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
All questions are of the "recitation" type, such as "What is 3 x 4?" The teacher asks a question for which the answer is on the board; students respond by reading it. The teacher calls only upon students who have their hands up.	Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" The teacher asks: "Who has an idea about this?" but only the usual three students offer comments. The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond or makes a comment directly to the teacher.	The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?" The teacher uses the plural the form in asking questions, such as "What are some things you think might contribute to . . . ?" The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class.	A student asks, "How many ways are there to get this answer?" A student says to a classmate: "I don't think I agree with you on this, because . . . " A student asks of other students: "Does anyone have another idea how we might figure this out?" A student asks, "What if . . . ?"

INEFFECTIVE	EFFECTIVE: EMERGING
Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.

Critical Attributes

Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion.	Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a few actually participate in the discussion.

EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher effectively builds on student responses to questions. Discussions enable students to talk to one another without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion.	In addition to the characteristics of "proficient": Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.

3c Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. That is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. Elements of component 3c :

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that both emphasizes depth over breadth and that may allow students to exercise some choice.

Grouping of students

How students are grouped for instruction is one of the many decisions teachers make every day. There are many options: students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups or to form them randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Although some teachers are obliged to use a school or district's officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of students' learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

3c Engaging Students in Learning—Possible Examples

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Students are able to fill out the lesson worksheet without fully understanding what it's asking them to do. The lesson drags or feels rushed. Students complete "busy work" activities.	Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle, and end to the lesson. Parts of the lesson have a suitable pace; other parts drag or feel rushed.	Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. Students are given a task to do independently, then to discuss with a table group, and then to report out from each table. There is a clear beginning, middle, and end to the lesson. The lesson neither rushes nor drags.	Students are asked to write an essay "in the style of Hemingway." A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. Students identify or create their own learning materials. Students summarize their learning from the lesson.

INEFFECTIVE	EFFECTIVE: EMERGING
The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.

Critical Attributes

Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students to perform only rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Students are in large part passively engaged with the content, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.

EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged.	In addition to the characteristics of "proficient": Virtually all students are highly engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to the materials being used. Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.

3d Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher's monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component. Elements of component 3d:

Assessment criteria

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort but one planned carefully in advance. Even after careful planning, however, the teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing about how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive and provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assuming responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and they have been taught the skills of checking their work against clear criteria.

Indicators:

- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

3d Using Assessment in Instruction—Possible Examples

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
A student asks, "How is this assignment going to be graded?" A student asks, "Does this quiz count towards my grade?" The teacher forges ahead with a presentation without checking for understanding. The teacher says: "Good job, everyone."	Teacher asks: "Does anyone have a question?" When a student completes a problem on the board, the teacher corrects the student's work without explaining why. The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept.	The teacher circulates during small group or independent work, offering suggestions to groups of students. The teacher uses a specifically formulated question to elicit evidence of student understanding. The teacher asks students to look over their papers to correct their errors.	The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. While students are working, the teacher circulates, providing substantive feedback to individual students. The teacher uses exit tickets to elicit evidence of individual student understanding. Students offer feedback to their classmates on their work. Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

INEFFECTIVE	EFFECTIVE: EMERGING
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.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.

Critical Attributes

The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work.	There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. Teacher requests global indications of student understanding. Feedback to students is not uniformly specific and not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self-assessment or peer assessment.

EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results 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.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
Students indicate that they clearly understand the characteristics of high-quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance, at least for groups of students. The teacher attempts to engage students in self-assessment or peer assessment.	In addition to the characteristics of "proficient": There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.