Standard III
Element B

4   ***Uses assessment results to guide real-time adjustments to instruction.***

The greatest power of assessment information is its ability to help a teacher be more effective. 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)

With today's accountability standards, teachers may notice misconceptions when using assessments to monitor student learning ***(See also*** Level 1 Practice***, Monitors student learning in relation to the learning objective)*** but feel pressured to get through the lesson material. Stopping to make real-time adjustments and clear up confusion can be a wise use of instructional time to ensure students are able to make progress towards desired outcomes. Real-time adjustments based on student performance also can save time re-teaching concepts or skills in a future lesson.

There are a variety of ways for teachers to make real-time adjustments based on student performance (oral and written):
- Providing examples or illustrations that correct student misconceptions.
- Providing additional modeling of a skill.
- Sharing student work that does and does not meet criteria for student outcomes.
- Adjusting the lesson to include additional instruction on prerequisite skills.
- Adjusting the lesson to exclude instruction on information or skills students already grasp.

5   ***Evaluates and documents student performance based on multiple measures to set learning goals.***

If teachers are to use assessment data to inform instruction and support student growth, student performance must be measured using multiple tools. When summative assessments, or tests, are the only measurement utilized, neither teachers nor students have opportunities to make adjustments during the learning process that can increase student success.

Examples of multiple measures:
- Exit tickets
- Observations
- Interviews
- Homework
- Classwork
- Projects
- Essays or reports

The purpose of assessment is to guide a teacher's instruction and support students in improving their work, monitoring their learning, and making progress towards learning outcomes. Therefore, the components of an effective **assessment plan** include:
- Clearly articulated student learning outcomes aligned to Colorado Academic Standards.
- Criteria and timeline for assessment collection linked to each outcome or unit goal.

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- Evidence of student progress towards learning outcomes or unit goals at each point on the assessment timeline.
- Instructional implications for individual students and groups of students based on assessment data.

6   ***Provides timely feedback to students that is academically focused, frequent, and high quality.***

Academic feedback is an incredibly powerful teaching tool. Students who are given specific information about the accuracy and quality of their work will spend more time working on their academic assignments. Academic feedback is not about praise, blame, or disapproval; feedback is value-neutral. Good feedback describes what a student did or did not do for the purpose of changing or maintaining performance. Effective academic feedback should provide students with an explanation of what they are doing correctly and what steps they must take to continue to make progress. When teachers provide constructive feedback, students begin to develop the skills of self-assessment and self-adjustment. (Rutherford, 2009, p.25)

It is essential that teachers provide feedback equitably and that all students receive feedback on their work. It is not equitable, for example, for a few star pupils to receive detailed and constructive suggestions on their papers, while others receive negative feedback only, or the teacher gives little attention to other students' work. (Brookhart, 2008)

Challenges to providing actionable feedback:
- Ability to identify the primary learning objective for the lesson.
- Ability to identify the manner in which students will demonstrate mastery.
- Ability to actively listen and respond to students' comments and questions.
- Ability to understand academic feedback and differentiate it from statements that are merely motivational.

Refer to this internal resource for additional information:
- [Examples and Non-examples of Quality Feedback to Students](#)
        Document explains why examples represent high-quality feedback or ineffective feedback.

Refer to these external resources for additional information:
- Article: "Seven Keys to Effective Feedback*"* by Grant Wiggins
  http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx.
        Article describes criteria for effective feedback with examples and non-examples of effective feedback.
- Article: "Process Design: Feedback Spirals As Components of Continued Learning*"* by Arthur L. Costa and Bena Kallick
        http://www.ascd.org/publications/books/195188/chapters/Process-Design@-Feedback-Spirals-As-Components-of-Continued-Learning.aspx
        Article explains feedback and assessment spirals and how to use this strategy for student learning.
- Article*: "*Feedback that Fits*"* by Susan Brookhart
  http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/Feedback-That-Fits.aspx
        Article describes effective feedback along with examples.

For a synthesis of extant research on academic feedback please refer to *How to Give Effective Feedback to your Students* by Susan M. Brookhart (2008).

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Marzano (2007) synthesized nine major studies examining the effect of feedback on the academic performance of students. All studies reported positive effects on the order of between 10 and 43 percent gains on student achievement. Furthermore, formative assessments provide a natural avenue through which teachers can provide students with timely and relevant feedback. Other reports synthesized by Marzano (2007) suggest that the use of two formative assessments per week may result in percentile gains of up to 30 points. (*Eagle County Schools Professional Practices Rubric*, 2012, p. 44)

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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