

Personalized  LEARNING  
Phase 3 Coaching Form

Observer Name:

Teacher Observed:

Date:

Time/Period:

Authentic Assessment (TEI Alignment 1.3, 2.2)			
Beginning	Developing	Practicing	Achieving
Students demonstrate learning through formative and summative assessments that tend to be <b>unvaried</b> .	Students demonstrate learning through formative and summative assessments that are <b>varied</b> , but assessments may be <b>generic</b> and/or <b>inauthentic</b> .	Students demonstrate learning through formative and summative assessments that are varied, <b>relevant</b> , and <b>rigorous</b> .	Students demonstrate learning through formative and summative assessments that are varied, <b>authentic</b> , relevant, and rigorous.

Look- Fors During Observation	
<p><b>Beginning/ Developing</b></p> <ul style="list-style-type: none"> <li>• <b>Students regularly demonstrate their learning in one or two ways</b>, e.g., a multiple-choice exit ticket at the end of a lesson cycle.</li> <li>• Students engage in assessments that are not reflective of real-world challenges, tasks, etc. that they might expect to face in a career.</li> <li>• Assessment lives between the student and the teacher, i.e., <b>students may not have an opportunity to share and/or defend their work to a public audience</b> for feedback and celebration.</li> <li>• Students engage in assessment that tends to focus on <b>lower levels of Bloom's Taxonomy</b> (Knowledge and Comprehension).</li> <li>• Students regularly engage with formative and summative assessment but</li> </ul>	<p><b>Practicing/ Achieving</b></p> <ul style="list-style-type: none"> <li>• <b>Students regularly demonstrate their learning in many different ways</b>, e.g., oral presentations, projects, essays/written compositions, portfolios, experiments, graphic organizers, multiple-choice questions, etc.</li> <li>• Students engage in assessments that they would see in the real-world, i.e., <b>assessment reflects tasks that might occur in college, the workplace, and adult life</b>.</li> <li>• Assessment might also be authentic if it mirrors what students might actually do in a particular discipline in the future, e.g., writing an op-ed to persuade an audience.</li> <li>• Students have an opportunity to <b>share and/or defend their summative work</b> (e.g., a unit project) with a public audience for feedback and celebration.</li> <li>• Assessments, when possible and meaningful, support students to make connections across content areas and apply what they know in an interdisciplinary way.</li> <li>• Students engage in assessment that tends to focus on <b>higher levels of Bloom's Taxonomy</b> (Application, Analysis, Synthesis, and Evaluation).</li> <li>• Assessment challenges students to think critically, exercise their creativity, collaborate, and communicate.</li> </ul>

may not see how it connects and drives their overall learning experience.

- Students are invested in the assessment because they understand the purpose of it, seize opportunities to share what they've learned, and value feedback and critique that can help them grow.
- **Formative assessment is purposefully used to monitor daily and weekly progress;** formative assessment is tightly aligned to summative assessment and is carefully scaffolded.

### Questions to Guide Observation

- How do students demonstrate their learning?
- What do formative and summative assessments ask of students?
- Are students mostly expected to recall information and demonstrate comprehension, or are students asked to apply/analyze/synthesize what they've learned?
- Do assessments reflect an actual task or challenge that a student might face in college or career?
- How well do formative assessments align to the summative assessment and help to identify misperceptions and/or levels of readiness in learners.
- How well do the assessments support student achievement objectives?

### Questions to Ask Students

- Based on the learning objective(s), how are you expected to demonstrate your learning? How will you show what you know?
- How can opportunities to show what you know help you grow?
- Why does your teacher ask you to demonstrate your learning?
- What are the different ways you show your teacher and your peers what you know?

### Observation Notes:



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