## Phase 3 Coaching Form

### Authentic Assessment (TEI Alignment 1.3, 2.2)

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Practicing</th>
<th>Achieving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate learning through formative and summative assessments that tend to be <strong>unvaried</strong>.</td>
<td>Students demonstrate learning through formative and summative assessments that are <strong>varied</strong>, but assessments may be <strong>generic</strong> and/or <strong>inauthentic</strong>.</td>
<td>Students demonstrate learning through formative and summative assessments that are varied, <strong>relevant</strong>, and <strong>rigorous</strong>.</td>
<td>Students demonstrate learning through formative and summative assessments that are varied, <strong>authentic</strong>, relevant, and rigorous.</td>
</tr>
</tbody>
</table>

### Look- Fors During Observation

**Beginning/ Developing**
- Students regularly demonstrate their learning in one or two ways, e.g., a multiple-choice exit ticket at the end of a lesson cycle.
- Students engage in assessments that are not reflective of real-world challenges, tasks, etc. that they might expect to face in a career.
- Assessment lives between the student and the teacher, i.e., **students may not have an opportunity to share and/or defend their work to a public audience** for feedback and celebration.
- Students engage in assessment that tends to focus on **lower levels of Bloom’s Taxonomy** (Knowledge and Comprehension).
- Students regularly engage with formative and summative assessment but

**Practicing/ Achieving**
- Students regularly demonstrate their learning in many different ways, e.g., oral presentations, projects, essays/written compositions, portfolios, experiments, graphic organizers, multiple-choice questions, etc.
- Students engage in assessments that they would see in the real-world, i.e., **assessment reflects tasks that might occur in college, the workplace, and adult life**.
- 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.
- Students have an opportunity to **share and/or defend their summative work** (e.g., a unit project) with a public audience for feedback and celebration.
- Assessments, when possible and meaningful, support students to make connections across content areas and apply what they know in an interdisciplinary way.
- Students engage in assessment that tends to focus on **higher levels of Bloom’s Taxonomy** (Application, Analysis, Synthesis, and Evaluation).
- Assessment challenges students to think critically, exercise their creativity, collaborate, and communicate.
| 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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