**Phase 3 Coaching Form**

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

| **Look- Fors During Observation** |
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| **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.
* 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 may not see how it connects and drives their overall learning experience.
 | **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.
* 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.
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| **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 the real world ?
* 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? ​
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| **Observation Notes:**  |



