

Observer Name:

Teacher Observed:

Date:

Time/Period:

Assessment and Data (TEI Alignment 1.3, 2.2)

Students demonstrate learning through formative and summative assessments that are varied, authentic, relevant, and **rigorous**.

Beginning	Practicing	Developing	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, authentic , and relevant .	Students demonstrate learning through formative and summative assessments that are varied, authentic, relevant, and rigorous .

Look- Fors During Observation

Beginning/ Practicing	Developing/ Achieving
<ul style="list-style-type: none"> • 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 may not see how it 	<ul style="list-style-type: none"> • Students regularly demonstrate their learning in many different types of 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.

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 what they've learned, analyze, synthesize, etc.?
- Do assessments reflect an actual task or challenge that a student might face in college or career?

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: