

X. Use of Evidence to Inform Instruction

Formative assessment is a process teachers and students use during instruction that provides feedback that teachers can use to adjust their teaching and students can use to improve their learning, with the overall goal of improving students' achievement of intended instructional outcomes. Research indicates that instructional adaptations based on evidence of student learning can improve the achievement of students at all levels. This dimension focuses on the teacher's use of evidence to adjust instruction across the lesson(s) as a whole.

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
<p>There is no attempt by the teacher to collect evidence of student learning in the lesson that is connected to the learning goals or criteria for success.</p>	<p>There is little attempt by the teacher to collect evidence of student learning in the lesson that is aligned to the learning goals or criteria for success.</p> <p>..... or</p> <p>The collection of evidence is so minimal or inconsistent that there is no way for the teacher to gain insight into student learning.</p> <p>.....</p> <p>The teacher does not have evidence of student learning to analyze.</p> <p>.....</p> <p>The teacher has no basis for modifying instructional plans.</p>	<p>There is some evidence that the teacher collects evidence of student learning that is somewhat aligned to the learning goals or criteria for success, but not directly representative of those goals or success criteria.</p> <p>.....</p> <p>The teacher does not analyze the evidence to identify patterns of understanding/ misunderstanding or to make inferences about student strengths and weaknesses.</p> <p>.....</p> <p>There are no teacher comments that provide any evidence to suggest that student work is used to shape instructional decisions (observable evidence for this level is characterized by lost opportunities).</p>	<p>There is some evidence that the teacher collects evidence of student learning that is aligned to the learning goals or criteria for success throughout the lesson.</p> <p>.....</p> <p>There is some evidence that the teacher is analyzing the evidence to identify patterns of understanding/ misunderstanding or to make inferences about student strengths and weaknesses.</p> <p>.....</p> <p>Teacher comments provide some evidence that the student work, identified patterns, and inferences are used to shape instructional decisions.</p>	<p>There are multiple sources of evidence that indicate that the teacher skillfully and systematically collects evidence of student learning that is aligned to the learning goals or criteria for success throughout the lesson.</p> <p>.....</p> <p>There are multiple sources of evidence that indicate the teacher is analyzing the evidence to identify patterns of understanding/ misunderstanding and to make inferences about student strengths and weaknesses.</p> <p>.....</p> <p>Multiple teacher comments provide clear evidence that the student work, identified patterns, and inferences are used in to shape instructional decisions and advance student learning.</p>

Observation Notes

Use of Evidence to Inform Instruction



Evidence can come from how a teacher collects and uses evidence from classroom questioning, tasks and activities, student self-assessment, and student peer assessment. Even at the highest level, the teacher may not have all four sources of evidence or may not use them equally. At the high end of the rubric, however, the teacher is drawing on multiple sources of evidence.



Some evidence for this dimension may not be directly observable during the lesson but may emerge from a post-observation discussion as the teacher reflects on what was learned during the lesson and where that learning will go in subsequent lessons.



At the *Progressing* level, there is evidence that the teacher is using information gained about student learning to inform his or her next instructional decisions. However, there is still some room for growth either in terms of collecting more targeted evidence or making more nuanced decisions. The difference between this level and the *Extending* level is in the quality of the evidence collected and the decisions made.



Additional Notes: _____
