
Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

STANDARD INDICATOR 3.3

ASSESSMENT OF STUDENT PROGRESS

The teacher employs multiple methods to regularly measure student growth and progress, and uses this information to provide feedback and adjust instructional decision making.

Accomplished teachers monitor student performance as well as student engagement. Bearing considerable responsibility for the children and young adults they work with, educators examine the success of all activities they design. They assess learning experiences that they create or coordinate with the help of other educators, tracking what students do and do not learn while evaluating the effectiveness of their instructional strategies.

Assessment is not always done for the purpose of recording grades; rather, it allows students and teachers to examine their status. Accomplished teachers evaluate students to determine what they have learned from instruction, whether that instruction is a week of lessons on life cycles, a unit of photography, or a semester of athletic training. Educators use those outcomes to decide if they should review skills within a topic, challenge students with a related concept, or advance to the next subject. They also help students engage in self-assessment, instilling them with a sense of responsibility for their own learning. By adding to their repertoire of assessment methods and by monitoring student progress regularly, accomplished teachers provide students, families, caregivers—and themselves—with constructive feedback.

Importantly, accomplished teachers understand that the purpose of evaluation affects the form and structure of any assessment—the method of observation, the duration, and the type of information gathered. Those factors, along with student demeanor and motivation, all affect the conclusions that teachers may reach when using a specific assessment. Educators therefore monitor student progress using a variety of evaluation methods, each with its own set of strengths and weaknesses. Accomplished teachers analyze data from standardized examinations, and they design their own assessment tools. For instance, they define the content requirements for student portfolios, create the scoring rubrics for demonstrations, and establish protocols for anecdotal record keeping. Above all, accomplished teachers are astute observers of their students—watching their movements and gestures, studying their facial expressions, listening to their words—so teachers can discover what students are thinking and determine how best to advance their learning.

Accomplished teachers evaluate their students throughout the learning process, from start to finish. They monitor student behavior at various times, in various situations, and for various purposes. So, when asking questions during group discussions, teachers may determine how well students comprehend information; when speaking with individuals working independently, they may consider ways to augment student learning; and when using an online assessment that provides immediate feedback from the class, they may gauge the relative value of an instructional technique. Thoughtful assessment requires diligence.

On a continual basis, accomplished teachers monitor the progress of individual students, evaluate classes as learning collectives, and examine their practice in relation to their students and their classes. Those judgments are interconnected, although each merits attention in its own right. The dynamic conveys some of teaching's essential tensions—educators instruct individual students while guiding the development of groups—and they focus their efforts on students while striving to improve their practice. Accomplished teachers find ways to accommodate what they know and learn about themselves and their students within plans for the whole group. They take individuals into consideration, thinking across the full spectrum of ability within their classrooms. Individuals may not learn the same things or proceed at the same pace, but accomplished teachers are dedicated to ensuring that they all increase their knowledge, strengthen their skills, and expand their abilities.

Adapted from NBPTS, *What Teachers Should Know and Be Able to Do*, 2nd ed. (2016, 27–28).

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Key Elements of Teacher Practice Related to Standard Indicator 3.3

- Assessments are clearly aligned with and appropriate for learning targets, lesson activities, and adapted for students as needed;
- Frequent monitoring of student learning using formative assessment practices that are planned and integrated throughout individual lessons using multiple techniques;
- Using assessment results to provide specific feedback to students and make appropriate adjustments during instruction;
- Regular assessment of growth and progress of both individual students and the whole class using multiple measures;
- Analysis of assessment results to reflect on the effectiveness of instruction as well as to inform future instruction; and
- Guiding students to assess their own progress against clear criteria.

Questions for Reflection and Planning

- How do I incorporate **formative** and **summative assessments** into my instructional planning?
- Am I able to determine how each student is moving toward the learning goals during a lesson?
- What forms of assessment do I use to monitor student growth and progress toward learning outcomes?
- How do I provide regular, specific feedback to individual students and their parents?
- In what ways do I incorporate opportunities for students to engage in peer feedback?
- What can I do to guide my students toward assessment of their own growth and progress?
- How do I use assessment results to evaluate the effectiveness of my instructional activities and strategies and to inform future instruction?

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3.3 LEVEL 1

Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress, and uses this information to provide feedback to students and adjust instructional decision making.

Level 1, Ineffective

The teacher does not monitor or rarely monitors individual or class learning.
*The teacher uses few to no **formative assessment** methods to check for understanding throughout the lesson, and information gathered through these attempts results in limited instances of feedback that is neither specific nor actionable or is directed to the whole class.*
The teacher does not align assessments with learning targets and lesson activities. Teacher does not analyze or inaccurately interprets assessment results, resulting in the lack of appropriate next steps for students or judgments about the relative success or failure of the lesson design, individual instructional strategies, or the assessment itself.

- Critical Attributes**
- The teacher makes little to no effort to check for understanding during the lesson.
 - Students receive no feedback or feedback is nonspecific or directed to the entire class.
 - Assessment results are not used to inform future instruction.
 - Assessments lack criteria for different levels of performance or are not aligned with learning targets and activities.
 - The teacher’s interpretation of assessment results does not result in necessary adjustments to instruction.

- Possible Examples**
- The science teacher lectures the class using a slide presentation concerning cell division and then asks them to apply the learning with no discussion or questioning to check that students understand the concept.
 - As the second-grade teacher finishes modeling different ways to write words in their plural form, she asks the class to raise their hand if they understand and then passes out the independent assignment without further discussion.
 - The sixth-grade physical education teacher posts: “Demonstrate cooperative and inclusive skills while participating in physical activities” for a learning outcome and then assigns grades based only on arriving on time, having proper footwear, and the number of times a student is told to take a time-out on the bleachers.
 - The student asks his teacher, “Why did I get a C on this?” Teacher response: “Because it’s C work!” and provides no description of what “C” work looks like.
 - A teacher includes examples on the assessment that require students to apply content or processes that have not yet been taught or are being presented in an unfamiliar context or format. Performance on the examples is used in scoring the assessment and assigning a grade.
 - As the teacher checks individual homework, his only criterion is whether the work has been completed and does not go over the homework with the class.
 - After a third of the class scored poorly on a quiz, the teacher reteaches the lesson to the entire class.

Implications for Professional Learning
 (adapted from INTASC Learning Progressions 1.0)

Develop the ability to: Use assessment flexibly to expand and deepen understanding of learner performance and determine best supports for continued learner growth.

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Teaching practice is advanced through professional learning that will, for example:

Build knowledge and skill in the effective use of a variety of assessment methods.

- Access structured resources (workshops, in-person or online courses, webinars, social media, etc.) to learn about the types of and purposes of assessment methods and matching assessments to learning outcomes.
- Use coaching and feedback to improve assessment practice (using different types of assessment, refining use of data from assessments, etc.).
- Use grade-level or content team meetings to share questions and strategies and identify goals for improving assessment practice.

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3.3 LEVEL 2	
Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress, and uses this information to provide feedback to students and adjust instructional decision making.	
Level 2, Developing	
Performance-Level Descriptors	<p><i>The teacher monitors class, and some individual, learning using some formative assessment methods to check for understanding to gather information about the nature of student understanding.</i></p> <p><i>The teacher attempts to provide actionable feedback to students, or make adjustments to instruction, but this may not result in facilitating student progress toward the learning target or may not be clearly aligned to the content or appropriate to the context of the intended learning.</i></p> <p>The teacher analyzes formative and summative assessment results and uses these results to determine some next steps for students. Misinterpretation of the results, or a lack of clear alignment between the assessments and the student learning goals, may contribute to misinformed judgments about next steps for students, the relative success or failure of the lesson design, individual instructional strategies, or the assessment itself.</p>
Critical Attributes	<ul style="list-style-type: none"> ■ The teacher uses a limited range of methods to check for student understanding that often results in nonspecific or insufficient evidence of student learning. ■ Students are unclear about how their work on a particular learning task will be evaluated. ■ The teacher’s feedback to students is nonspecific and lacks direction to steps students might take to improve. ■ Assessments are not clearly aligned with learning targets and activities and may not be appropriate to show accomplishment of the intended learning. ■ The teacher attempts to use assessment results to evaluate lesson effectiveness or to inform future instruction, but the nature of the assessment or the teacher’s misinterpretation of the results may not support the implementation of appropriate adjustments to instruction.
Possible Examples	<ul style="list-style-type: none"> ■ During the third-grade science demonstration, the teacher checks for understanding by asking, “Do you understand?” “Do you have any questions?” and by using a few content-specific questions. ■ When the observer asks the seventh-grade health education student how his project will be evaluated, the student replies, “The teacher will give us a grade.” When asked what criteria the grade will be based on, student adds, “If it looks good, we’ll get an A.” ■ The learning target states, “I can add fractions with unlike denominators,” but the multiple-choice assessment requires only that student select the correct answer without showing their computation work. ■ The teacher marks the algebra practice sheets with a percentage correct and X’s next to incorrect answers, with no written or oral explanation, prompting, or follow-up for the students. ■ After administering a U.S. government unit pretest, which resulted in scores ranging from 20% to 84%, the teacher teaches the unit with the same whole-group instruction and learning activities originally outlined in his plan book.

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Implications for Professional Learning
(adapted from InTASC Learning Progressions 1.0)

Develop the ability to: Use assessment flexibly to expand and deepen understanding of learner performance and determine best supports for continued learner growth.

Teaching practice is advanced through professional learning that will, for example:

Build knowledge and skill in the effective use of a variety of assessment methods.

- Access structured resources (workshops, in-person or online courses, webinars, social media, etc.) to learn about the types of and purposes of various assessment methods and matching assessments to learning outcomes.
- Use coaching and feedback to improve assessment practice (using different types of assessments, refining use of data from assessments, etc.).
- Use grade-level or content team meetings to share questions and strategies and identify goals for improvement in assessment practices.

Build knowledge and skill to engage learners in monitoring their own growth.

- Access resources (workshops, in-person or online courses, webinars, social media, etc.) on developing criteria to guide students' work as well as to provide feedback to students.
- Gather (through interactions, online research, etc.) and use strategies to collect and organize data for use in guiding the teacher and students in monitoring progress (running records, charts, etc.).
- Share practice and seek feedback from one or more colleagues on using data to engage students in self-assessment and peer assessment.

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3.3 LEVEL 3

Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress, and uses this information to provide feedback to students and adjust instructional decision making.

Level 3, Effective

Performance-Level Descriptors

*The teacher uses a variety of **formative assessment** methods that are aligned to both the content and context of the intended learning and are adapted for student needs.*

Checks for understanding are used throughout the lesson to gather information about the nature of student understanding, provide specific and actionable feedback to students related to the intended learning, and adjust instruction accordingly.

The teacher accurately analyzes formative and summative assessment results and uses the results to plan and adjust instruction based on student performance as well as to inform judgments about the relative success or failure of the lesson design, individual instructional strategies, or the assessment itself.

Critical Attributes

- Assessments are clearly aligned with learning targets and activities and appropriate to show accomplishment of the intended learning.
- Formal and informal strategies for monitoring student understanding are intentionally woven throughout lessons.
- The teacher measures progress toward all learning targets and goals using a variety of appropriate methods.
- Feedback to students is specific and timely and provides guidance on steps students may take to advance their learning.
- Expectations and criteria for how the work will be evaluated are clear to students and aligned to the goals for student learning.
- Assessments are modified to meet the needs of individual students, as necessary.
- The teacher's lesson plans reflect adjustments to instruction based on analysis of assessment results.

Possible Examples

- The third-grade teacher circulates during the small-group science activity, using specifically designed questions and prompts such as, "What do you notice?" "Why do you think that is happening?" "What makes you think that?" "What do you expect to happen when you...?" and so on to elicit evidence of student understanding and guide their work.
- To provide timely and specific feedback to students, the teacher uses a writing rubric referencing exemplars and providing written suggestions to clearly show students the next steps needed to improve their writing.
- When students respond on individual whiteboards with inconsistent and inaccurate solutions to the problem posed by the teacher, the teacher follows up by assigning small-group instruction, peer work, and independent practice to different students on the basis of their responses, providing assistance as needed.
- The chemistry teacher tells the students, "I realize that we had originally planned to move on to the next section today, but most of you seemed to struggle with calculating the volume of compounds needed in the reactions. Let's see if trying a different approach might make this process clearer for you."

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- The fifth-grade teacher provides opportunities for some students who are at lower levels of English proficiency to respond verbally in one-on-one conferences when the complexity of the reading does not provide them access to the assessment.

Implications for Professional Learning
(adapted from InTASC Learning Progressions 1.0)

Develop the ability to: Develop, align, and apply a variety of assessment techniques and strategies to maximize student learning and improve school curriculum and instruction.

Teaching practice is advanced through professional learning that will, for example:

Expand knowledge and skill in the development and application of a variety of assessment methods.

- Learn and use techniques to develop complex performance tasks and related performance rubrics, collaborating with colleagues to strengthen the design of the tasks and criteria.

Build skills in collaborative analysis of data.

- Access a variety of resources and collaborate in developing skills and procedures for identifying, organizing, and representing data in ways that are accessible to multiple audiences.

Expand knowledge and skill in engaging learners in self-assessment and peer assessment.

- Access video exemplars (or other resources) of strategies to develop peer assessment and adapt those strategies into your own practice.
- Identify or design and implement protocols for learner [self-assessment](#) and document learner feedback to adapt your practice.

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3.3 LEVEL 4

Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress, and uses this information to provide feedback to students and adjust instructional decision making.

Level 4, Distinguished

Performance-Level Descriptors

*The teacher uses a variety of **formative assessment** methods, including **peer and self-assessments**, that are aligned to both the content and context of the intended learning and are adapted for student needs.*

Checks for understanding are used throughout the lesson to gather information about the nature of student understanding, provide specific feedback to students related to the intended learning, and adjust instruction accordingly. Students provide feedback to one another about their progress toward the intended learning.

The teacher analyzes formative and summative assessment results and uses the results to plan and adjust instruction based on student performance as well as to inform judgments about the relative success or failure of the lesson design, individual instructional strategies, or the assessment itself.

The teacher solicits feedback from students about the effectiveness of the lesson design, resources, or instructional strategies and uses this to inform instructional decisions.

Critical Attributes

- Assessments are clearly aligned with learning targets and activities, appropriate to show accomplishment of the intended learning, and include some opportunities for student choice in how their work will be assessed.
- Formal and informal strategies for monitoring student understanding are intentionally woven throughout lessons and used to inform the teacher of group and individual understanding and adjust instruction as the lesson proceeds.
- The teacher measures progress toward all learning targets and goals using a variety of appropriate methods, including those that routinely engage students in **self-assessment or peer assessment**.
- High-quality feedback from a variety of sources, including peers, is specific, timely, improvement focused, and actionable.
- Expectations and criteria for how the work will be evaluated are clear to students, supportive of peer and self-assessment, aligned to the goals for student learning, and adapted for the needs of individual students as necessary.
- The teacher's lesson plans reflect adjustments to instruction based on analysis of assessment results and input from students.

Possible Examples

- After learning and practicing key dance movements, students design a rubric and perform a dance using the rubric that defines the criteria to be included and have options to select if they wish to video their performance or share it live with the class. Other students use the criteria to provide feedback and scores.
- The physical education teacher reviews the expectations for cooperation and inclusion before students start a particular game and then provides time at the end of class for students to reflect in journals about their own performance against the lesson's goals and the group's level of cooperation.

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- As students start a musical composition project, the teacher says, “As you are working on this project, keep in mind the performance criteria that the class established for this piece, which I’ve posted here and online.”
- Students in the 10th-grade English class conduct peer conferences, providing specific feedback to one another against the rubric criteria for the writing assignment.
- During the end-of-unit assessment, the second-grade teacher arranges for an aide to assist in recording the responses from a student who has severe deficits in the ability to produce clear and timely writing.
- Eighth graders use the persuasive writing rubric to engage in peer-conferencing on their research-supported persuasive essays examining the school cell phone policy, after which they receive further specific feedback from the teacher before refining and presenting their final essays to the school leadership team.

Implications for Professional Learning
(adapted from InTASC Learning Progressions 1.0)

Develop the ability to: Develop, align, and apply a variety of assessment techniques and strategies to maximize student learning and improve school curriculum and instruction.

Teaching practice is advanced through professional learning that will, for example:

Increase learner involvement in assessment and feedback processes.

- Develop or participate in a study group to identify resource to support improvement of learner [self-assessment and peer assessment](#).
- Work collaboratively with colleagues to select and design strategies to help students analyze data on their learning growth and progress and personal goals.

Build networks of professional colleagues to support ethical assessment practice.

- Access professional literature related to specific assessment needs of particular groups of learners and share these resources with colleagues.

Promote collaborative action research on student-directed assessment practices.

- Work with colleagues and specialists to apply action research practices to issues in improving assessments to make them more [student-centered](#) and supportive of learner growth.