

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Knowledge of Assessment

Element 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.

EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers demonstrate an understanding that assessment is a means of evaluating student learning and is essential to effective instruction.	... and Teachers apply an understanding of the characteristics, uses and limitations of various types of diagnostic, formative and summative assessments.	... and Teachers demonstrate an understanding of reasons for selecting and integrating varied assessment types into the instructional cycle .	... and Teachers demonstrate an understanding of assessment-related issues (validity, reliability, bias, consistency and scoring) when using assessments and their resulting data.	... and Teachers serve as building and district leaders in establishing and evaluating district and state assessment programs.

Use of Varied Assessments

Element 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.

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Teachers are aware of the importance of aligning classroom assessments with curriculum and instruction and use a variety of diagnostic, formative and summative assessments.	... and Teachers align classroom assessments with curriculum and instruction. They use a variety of formal and informal assessment techniques (observations, questioning, technology based, and curriculum-based assessment) to collect evidence of students' knowledge and skills.	... and Teachers purposely plan and differentiate assessments (by modifying assessments and/or testing conditions) to meet the full range of student needs, abilities and learning styles for all students.	... and Teachers select and develop assessments using a variety of tools including technology to identify individual student strengths, promote student growth and maximize access to learning opportunities. They collaboratively seek innovative ways to employ and select technology to support assessment practice.	... and Teachers work with other educators to design and revise assessment policies and procedures as appropriate. They enhance other educators' knowledge of best practices in assessment.

Analysis of Assessment Data

Element 3.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.

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Teachers understand the importance of and demonstrate ability to utilize assessment data to identify students' strengths and needs, and modify instruction.	... and Teachers use data to monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards. They maintain accurate and complete assessment records as needed for data-based decision making.	... and Teachers interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students. They examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles.	... and Teachers work independently and collaboratively to use student assessment results to reflect on their own impact on student learning and appropriately modify their instruction.	... and Teachers promote the use of student data to inform curriculum design. They lead efforts promoting the use of student data to implement targeted strategies for instruction.

Communication of Assessment Results

Element 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.

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Teachers understand that students' progress must be shared with students, parents, caregivers and colleagues.	... and Teachers identify learning standards, align assessment criteria and communicate these clearly to students. They provide substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality.	... and Teachers use a variety of means to communicate student learning and achievement.	... and Teachers design and share resources to communicate with students and parents to facilitate their understanding of student learning and progress.	... and Teachers lead collaborative efforts to create common assessments among grade-level and/or content-area teachers, and share assessment results with colleagues to plan instruction that will best meet individual student needs.

Integration of Self-Assessment

Element 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

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Teachers practice using strategies for students' to self-assess their learning and set goals.	... and Teachers provide students with opportunities to self-assess and articulate the knowledge and skills they have gained.	... and Teachers prepare student self-assessment tools and strategies, regularly monitor their use and monitor student goal-setting.	... and Teachers organize opportunities for students to articulate how they learn and what learning strategies are most effective for them. They create a learning environment in which students develop their own self-improvement plans and measure their own progress.	... and Teachers support the improvement of colleagues' abilities to facilitate student self-assessment and goal setting.