

# Danielson Focused Learning Walks

Date:

Observer:

Domain 3: Instruction

3d: Using Assessment in Instruction

Elements	Critical Attributes
<p>a. Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>b. Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>c. Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>a. Students indicate that they clearly understand the characteristics of high- quality work.</p> <p>b. teacher elicits evidence of student understanding during the lesson.</p> <p>c. Students are invited to assess their own work and make improvements.</p> <p>d. Feedback includes specific and timely guidance, at least for groups of students.</p> <p>e. teacher attempts to engage students in self- assessment or peer assessment.</p>
<p style="text-align: center;">Not Observable                      Clearly Observable</p> <p style="text-align: center;"></p> <p style="text-align: center;">Subject:</p> <p style="text-align: center;">Grade:</p>	

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## Reflection

**Using Assessment in Instruction** could have been more clearly observable if...

What will I do differently in my own practice to communicate with students?

When will I implement the change?

What colleague(s) will I share my commitment and outcomes with?

Unsatisfactory	Basic	Proficient	Distinguished
<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>