

FEAP 4a.-Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>The teacher says, "Readyour partner'spaper to provide feedback to one another."</p> <p>The teacher returns a paper to a struggling student with a lot of corrections all over. (M)</p> <p>The teacher returns the students' paper three weeks after the assignment. (M)</p> <p>The students do poor on an assignment but the teacher teaches the next assignment the exact same way.</p>	<p>After reading last nights exit cards with samples of foods that provide healthy fat, I can see we need to revisit healthy fat examples more thoroughly.</p> <p>The teacher is mindful of limiting their corrections when grading a struggling student's paper. (M)</p> <p>Students use a computer program that is designed to generate a varied sequence of steps depending on the students' responses. (M)</p> <p>The teacher passes back the students' essay with a specific goal for next steps. (M)</p> <p>The teacher comments, "I like your strong introduction. Now try to use that same kind of imagery throughout the paper today."</p> <p>The teacher says, "Remember that the answers to your math problems are in the back of your book if you get stuck tonight." (M)</p> <p>After reviewing students academic notebooks, the teacher</p>	<p>The teacher reviews both the student's test scores and portfolio for the abstract art unit before designing the next set of goals.</p> <p>The teacher walks around the class with an ipad, noting students' level of understanding during independent work time.</p> <p>The teacher has a probing discussion with a student asking "How much money made in the community might be used by the community for specific projects." (M)</p> <p>The teacher takes time to teach students how to provide suggestions to their peers in a supportive manner. (M)</p> <p>The teacher says, "Look at the rubric to decide what skill you want to focus on for this essay."</p> <p>The teacher says, "Remember that the answers to your math problems are in the back of your book. Please put a star next to the problems that you needed to use the answers to support</p>	<p>The teacher reviews the student's weekly tests, unit tests, observational notes and student self-reflection before assigning a grade.</p> <p>The teacher uses information from her ipad notes to plan instruction for three various groups of students.</p> <p>The teacher reviews student test scores and peer evaluations of the project before assigning groups for the next unit</p> <p>The art teacher notices, through unobtrusive observation, that her student is using brush strokes adaptations beyond what were taught, and notes that in her grade book. (M)</p> <p>You hear the students say, "Wow, look how many more words a minute you read this week." (M)</p> <p>The teacher says, "Look at the rubric that I returned and the one you filled out on this writing paper to decide what skill you want to focus on for this next essay."</p>

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	<p>calls students to her desk for individual conferences. (M)</p> <p>The teacher walks around the class mentally noting students' level of understanding during independent work time.</p> <p>The teacher says, "Now turn to your neighbor and explain to them how to do exponential notation."</p>	<p>your completion of that problem." (M)</p> <p>The teacher says, "Please be sure to attach both your individual and peer assessments with your paper."</p> <p>The teacher says, "Now give your study buddy feedback as to how well they explained how to do exponential notation."</p>	<p>The teacher asks, "If you had problems with questions 3-5, come back to the table so we can try a few more examples together."</p> <p>The teacher asks the students to fill out a questionnaire asking about the timeliness and effectiveness of their feedback. (M)</p>
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Where noted, examples based on:

"(D)" – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

"(M)" – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

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Resources:

Student self-assessment tools

<http://www.eduplace.com/rdg/res/assess/selfmth.html>

Reading assessment ideas

<http://www.readingrockets.org/article/11200/>

**Student Assessment: Measuring Progress Toward Your Goals
Summative and Diagnostic Assessment**

http://classweb.gmu.edu/ndabbagh/Resources/IDKB/assess_techniques.htm

<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

<http://www.sunyorange.edu/assessmentapa/docs/AnalyzingandUtilizingAssessmentData.pdf>