

**FEAP 4b.-Designs and aligns formative and summative assessments that match learn objectives and lead to mastery**

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>The students complete a weekly fluency timing but do not record their scores or compare them to past performance.</p> <p>The teacher assesses only once for a unit that is three weeks long.</p> <p>The teacher says “does everyone understand this? Nod your head ‘yes.’”</p> <p>The teacher says, look at your neighbors project and write down what grade you think they should receive.</p>	<p>The students complete a weekly fluency timing and turn in their scores to the teacher for review.</p> <p>The teacher says, “Now that we have discussed similes, please write an example of a simile on your exit card and turn it in as you leave class.” <b>(M)</b></p> <p>The teacher says, “Before leaving, please fill out an exit card stating the “muddiest” part of today’s lesson and reviews them to plan the next day’s lesson.</p> <p>The teacher constantly monitors students’ body language during a lesson.</p> <p>The teacher gives a comprehensive exam based on the results from weekly assessments.</p>	<p>After completing their fluency timing, the students record their score on their individual graphs and the teacher reviews them to check for adequate progress.</p> <p>The students are asked to add their own personal goal to the goal sheet for the unit. The teacher reviews them to be sure they are aligned with the teacher’s perception of the students’ needs.</p> <p>Students are asked to design five test questions from their reading and the teacher uses them to gauge the depth of understanding of the content of the unit.</p> <p>The teacher uses student-generated similes from previous exit cards as examples for review. <b>(M)</b></p> <p>The teacher notices students’ body language during a lesson and decides to do another example or two before beginning independent work time.</p> <p>After the teacher</p>	<p>After completing their fluency timing with their reading partner, the students record their score on their individual and the teacher plans next steps relative to their progress.</p> <p>The students are asked to compare their academic notebooks to find common areas of confusion or agreement, as well as generate questions to ask the teacher. Teacher notes common areas in need of reinforcement and plans lessons accordingly. <b>(M)</b></p> <p>After the teacher reviews the pre-test for the math chapter, he assigns work buddies for tiered assignments.</p> <p>The teacher says, “Look at your fluency graph to choose your next benchmark. Put a dark line for that benchmark in the next column on your chart.” Then teacher reviews the charts to confirm that adequate progress is being made.</p> <p>The teacher’s lesson plan book contains the details of the</p>

**FEAP 4b.-Designs and aligns formative and summative assessments that match learn objectives and lead to mastery**

		<p>reviews the pre-test for the math chapter, he assigns tiered assignments.</p> <p>The teacher says, “Now look at the list of questions and predictions you generated about Picasso’s style and decide which type of task would best address these questions and predictions. <b>(M)</b></p> <p>After having the students fill out an exit card stating the “muddiest” part of the day’s lesson, the teacher reads the responses to design the next instructional step.</p> <p>The teacher says, “After reviewing everyone’s tests yesterday, I have arranged the following various activities...” <b>(D)</b></p>	<p>assessment for learning that changed as a result of the previous formative assessment. <b>(D)</b></p> <p>After reviewing everyone’s tests the teacher works with a group of students who did poorly while the others do centers.<b>(D)</b></p>
--	--	--	---

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.

**FEAP 4b.-Designs and aligns formative and summative assessments that match learn objectives and lead to mastery**

**Resources:**

**Overview of Assessment**

[http://www-tc.pbs.org/teacherline/courses/inst325/docs/inst325\\_stiggins.pdf](http://www-tc.pbs.org/teacherline/courses/inst325/docs/inst325_stiggins.pdf)

**Designing Appropriate Assessment**

[http://ati.pearson.com/downloads/chapters/CASL\\_02E\\_C01.pdf](http://ati.pearson.com/downloads/chapters/CASL_02E_C01.pdf)

**Developing Rubrics**

<http://rubistar.4teachers.org/index.php>

**Graphic organizers**

<http://www.teach-nology.com/worksheets/graphic/>

**Develop quizzes tech site**

<http://quizstar.4teachers.org/>