



The Framework for Effective Teaching

Architecture of Framework Components

Component

Example

6 Areas of Performance

5. Assessing Student Learning

Performance Standard

Each of 6 Areas

Standard 5. Assessing Student Learning

Teachers establish and clearly communicate high-level learning outcomes and targets for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote high-level academic achievement and personal growth for all students. Teachers exchange specific, timely, and progress-focused information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic mastery.

Elements of Performance

Each Area of Performance

Elements of Performance for: 5. Assessing Student Learning

- 5a.** Establish and communicate learning goals for all students.
- 5b.** Collect and use information from multiple sources to assess student learning.
- 5c.** Involve and guide all students in assessing their own learning.
- 5d.** Use the results of assessment to guide instruction.
- 5e.** Communicate with students, families, and other audiences about student progress.

Continuum of Proficiency

Each Element of Performance

5b. Collect and use information from multiple sources to assess student learning.

4: The Target	3: Nearly There	2: On the Way	1: Getting Started
Engages students in designing formative assessment tasks <i>for</i> learning - to inform instruction and to inform students of their progress toward learning targets. Uses, develops, and differentiates summative assessment tasks <i>of</i> learning that are congruent with the Indiana Academic Standards	Develops strategies for formative assessment activities to inform instruction. Also employs summative assessment tasks to assess students' mastery relative to the Indiana Academic Standards and learning target rubrics or other tools.	Uses several assessments to monitor student progress and learning aligned to the Indiana Academic Standards.	Uses one or two sources of information to assess student learning and monitor student progress.

Evidence

Evidence Sample for Element 5b.

Documentation of an Assessment Task. (A) Definition of the Assessment Task. (B) The place of the Task in a sequence of Unit activities. (C) Directions to students. (D) Scoring rubric(s). (E) Exemplars of quality for the Task. (F) Elaboration through conversation – such as with a peer, in a learning community, or with an administrator.