Teaching and Assessing for Understanding – Observable Classroom Indicators

To what extent are...

1. Instruction and assessment focused on “big ideas” and essential questions based on established standards/outcomes? 4 3 2 1

2. Essential questions posted and revisited throughout a unit? 4 3 2 1

3. Pre-assessments used to check students’ prior knowledge and potential misconceptions regarding new topics of study? 4 3 2 1

4. Opening ”hooks” used to engage students in exploring the big ideas and essential questions? 4 3 2 1

5. Students’ understanding of the “big ideas” and core processes assessed through authentic tasks involving one or more of the six facets? 4 3 2 1

6. Evaluations of student products/performances based upon known criteria/rubrics, performance standards, and models (exemplars)? 4 3 2 1

7. Appropriate instructional strategies used to help learners’ acquire knowledge and skills, make meaning of the big ideas, and transfer their learning? 4 3 2 1

8. Students given regular opportunities to rethink, revise and reflect on their work based on feedback from on-going (formative) assessments? 4 3 2 1

9. The students expected to self-assess/reflect on their work/learning and set goals for improvement? 4 3 2 1

10. Other: ________________________________ 4 3 2 1