The Danielson Framework

1f – Designing Student Assessment
• Good teaching requires both assessment of learning and assessment for learning
Assessment of learning

- Assessments of learning ensure that teachers know that students have learned the intended outcomes
Assessment of learning

• These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes....That is the methods needed to assess reasoning skills are different from those for factual knowledge.
Assessment of learning

• Such assessments may need to be adapted to the particular needs of individual students to allow demonstration of understanding.
Assessment for learning

- Assessments for learning enable a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding.
Assessment *for* learning

- Such assessments, although used during instruction, must be designed as part of the planning process.
Assessment *for* learning

- These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.
Elements of 1f

- Congruence with instructional outcomes
  - Assessments must match learning expectations
- Criteria and standards
  - Expectations must be clearly defined
- Design of formative assessments
  - Assessments for learning must be planned as part of the instructional process
- Use for planning
  - Results of assessment guide future planning
Indicators

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcomes
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction
Unsatisfactory - Level 1

Critical Attributes

- Assessments do not match instructional outcomes
- Assessments lack criteria
- No formative assessments have been designed
- Assessment results do not affect future plans
Excellent - Level 4

Critical Attributes

- Assessments provide opportunities for student choice
- Students participate in designing assessments for their own work
- Teacher-designed assessments are authentic with real-world application as appropriate
- Students develop rubrics according to teacher-specified learning objectives
- Students are actively involved in collecting information from formative assessments and provide input
Needs Improvement - Level 2
Critical Attributes

• Only some of the *instructional outcomes* are addressed in the planned assessments
• Assessment criteria are vague
• Plans refer to the use of *formative assessments*, but are not fully developed
• Assessment results are used to design lesson plans for the whole class, not *individual students*
Proficient- Level 3
Critical Attributes

- All the learning outcomes have a method for assessment
- All assessment types match learning expectations
- Plans indicated modified assessments when they are necessary for some students
- Assessment criteria are clearly written
- Plans include formative assessment to use during instruction
- Lesson plans indicate possible adjustments based on formative assessment data