

EXCELLENCE IN TEACHING

AREA II: INSTRUCTION

Characteristic II (d): Uses a variety of assessments that both assess and enhance student achievement of course outcomes.

Professional Understanding: The successful teacher use a variety of assessments clearly tied to what is taught and assigned for homework to discover students’ level of understanding and assist students in achieving course outcomes.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Assessments Are Clear and Tied to Course Outcomes	<i>Students find tests, rubrics, and assignments to be clear and appropriately tied to course outcomes and to what is taught in class and assigned as homework.</i>	Assessments, rubrics, and assignments are always clear and tied to lesson outcomes, class work, and homework.	Assessments, rubrics, and assignments are generally clear and tied to lesson outcomes, class work, and homework.	Assessments, rubrics, and assignments are seldom clear or tied to lesson outcomes, class work, and homework.
Uses a Repertoire of Technically Sound Assessments	<i>The use of a repertoire of technically sound assessments assists students of varying strengths and abilities to achieve course outcomes.</i>	Uses a repertoire of technically sound assessments to ensure the success of every student.	Uses a repertoire of technically sound assessments to ensure the success of most students.	Seldom varies the use of technically sound assessments in a manner that would enhance the success of all students.
Uses Effective Questioning Strategies	<i>Uses explicit questions to build bridges between the learning activities and lesson outcomes.</i>	Questioning strategies build bridges for all students.	Questioning strategies build bridges for most students.	Questioning strategies seldom build bridges for most students.
Uses Authentic Assessments When Appropriate	<i>Uses tasks and assessments that approach real-life experiences, whenever practical and appropriate.</i>	Tasks and assessments are consistently authentic for all students when appropriate.	Tasks and assessments are often authentic for all students when appropriate.	Tasks and assessments are seldom authentic for students when appropriate.
Involves Students in Self-Assessment and Goal Setting and Keeps Accurate Records	<i>Students engage in regular self-assessments, collaborative critique, and goal setting with the assistance of the teacher’s accurate records.</i>	All students regularly engage in self-assessment, collaborative critique, and goal setting with the use of accurate teacher records.	Some students regularly engage in self-assessment, collaborative critique, and goal setting with the use of accurate teacher records.	Few students engage in self-assessment, collaborative critique, and goal setting or make use of accurate teacher records.