


Domain 3: Teaching for Learning

Element:		NMTEACH 3D: Assessment in Instruction <ul style="list-style-type: none"> • To what level does the teacher determine the understanding and needs of each student during the lesson? • To what level are students aware of how they will demonstrate understanding of the content/lesson?
Level of Performance	Ineffective	Assessments are not used in instruction. <ul style="list-style-type: none"> • Students are unaware of assessment criteria. • The teacher does not monitor student progress or offer feedback.
	Minimally Effective	Assessments are occasionally used in instruction. <ul style="list-style-type: none"> • Students are minimally aware of the assessment criteria. • The teacher occasionally monitors students' progress and provides limited or irrelevant feedback.
	Effective	Assessments are consistently used in instruction. <ul style="list-style-type: none"> • There are clear goals and performance criteria, communicated effectively to students. • The assessment strategies are aligned to the goal and criteria, and elicit evidence during instruction. • Teacher uses adaptive instruction including descriptive feedback. • Student involvement occurs through self and peer assessment.
	Highly Effective	Assessments are used in a sophisticated manner to drive instruction: <ul style="list-style-type: none"> • The teacher establishes, supports, and models the use of consistent assessment of progression and development as a tool for improved learning to stakeholders.
	Exemplary	Students analyze and evaluate assessment data, and information, and apply same to improved learning. <ul style="list-style-type: none"> • The teacher involves students in establishing the assessment criteria and provides high quality feedback from a variety of sources.
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