

Using Assessment in Learning Rubric

Level 1: Ineffective	Level 2: Developing	Level 3: Effective	Level 4: Highly Effective
<ul style="list-style-type: none"> • The teacher has no plan for incorporating formative assessment in the lesson or unit.* • Formative assessments are not developed. • Teacher is not monitoring student progress during the lesson. 	<ul style="list-style-type: none"> • The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.* • Formative assessments do not determine if students have met the lesson objectives. • Teacher is monitoring student progress but does not use formative assessment to inform instruction. 	<ul style="list-style-type: none"> • The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.* • Formative assessments are designed to determine if students have met the lesson objectives. • There are multiple opportunities using various strategies to monitor student progress throughout the lesson and attempts to use the information to make instructional decisions. 	<ul style="list-style-type: none"> • The approach to using formative assessment is well designed and includes students as well as teacher use of the assessment information.* • Formative assessments are designed to determine if students have met the lesson objectives and identify areas for re-teaching. • There are multiple opportunities using various strategies to monitor student progress throughout the lesson and this information is used to make sound instructional decisions during the lesson to further students’ mathematical understanding.

* FfT- 1f