**Phase 3 Coaching Form**

| **Authentic Assessment** (TEI Alignment 1.3, 2.2) | | | |
| --- | --- | --- | --- |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Students demonstrate learning through formative and summative assessments that tend to be **unvaried.** | Students demonstrate learning through formative and summative assessments that are **varied**, but assessments may be **generic** and/or **inauthentic**. | Students demonstrate learning through formative and summative assessments that are varied, **relevant**, and **rigorous**. | Students demonstrate learning through formative and summative assessments that are varied, **authentic**, relevant, and rigorous. |

| **Look- Fors During Observation** | |
| --- | --- |
| **Beginning/ Developing**   * **Students regularly demonstrate their learning in one or two ways**, e.g., a multiple-choice exit ticket at the end of a lesson cycle. * Students engage in assessments that are not reflective of real-world challenges, tasks, etc. * Assessment lives between the student and the teacher, i.e., **students may not have an opportunity to share and/or defend their work to a public audience** for feedback and celebration. * Students engage in assessment that tends to focus on **lower levels of Bloom’s Taxonomy** (Knowledge and Comprehension). * Students regularly engage with formative and summative assessment but may not see how it connects and drives their overall learning experience. | **Practicing/ Achieving**   * **Students regularly demonstrate their learning in many different ways**, e.g., oral presentations, projects, essays/written compositions, portfolios, experiments, graphic organizers, multiple-choice questions, etc. * Students engage in assessments that they would see in the real-world, i.e., **assessment reflects tasks that might occur in college, the workplace, and adult life**. * Assessment might also be authentic if it mirrors what students might actually do in a particular discipline in the future, e.g., writing an op-ed to persuade an audience. * Students have an opportunity to **share and/or defend their summative work** (e.g., a unit project) with a public audience for feedback and celebration. * Assessments, when possible and meaningful, support students to make connections across content areas and apply what they know in an interdisciplinary way. * Students engage in assessment that tends to focus on **higher levels of Bloom’s Taxonomy** (Application, Analysis, Synthesis, and Evaluation). * Assessment challenges students to think critically, exercise their creativity, collaborate, and communicate. * Students are invested in the assessment because they understand the purpose of it, seize opportunities to share what they’ve learned, and value feedback and critique that can help them grow. * **Formative assessment is purposefully used to monitor daily and weekly progress**; formative assessment is tightly aligned to summative assessment and is carefully scaffolded. |
| **Questions to Guide Observation**   * How do students demonstrate their learning? * What do formative and summative assessments ask of students? * Are students mostly expected to recall information and demonstrate comprehension, or are students asked to apply/analyze/synthesize what they’ve learned? * Do assessments reflect an actual task or challenge that a student might face in the real world ? * How well do formative assessments align to the summative assessment and help to identify misperceptions and/or levels of readiness in learners. * How well do the assessments support student achievement objectives?   ***​Questions to Ask Students***   * Based on the learning objective(s), how are you expected to demonstrate your learning? How will you show what you know? * How can opportunities to show what you know help you grow? * Why does your teacher ask you to demonstrate your learning? * What are the different ways you show your teacher and your peers what you know? ​ | |
| **Observation Notes:** | |



