## Informal/Formal Assessment of Student Learning

<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>Little Evidence</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Above Standard</th>
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</thead>
<tbody>
<tr>
<td><strong>Content - Multiple Assessments</strong></td>
<td>The teacher does not adequately assess student learning, assessment is limited or is inadequately aligned with instructional objectives.</td>
<td>The teacher uses assessments that are only partially aligned with the instructional objectives (e.g., not all objectives assessed) or the instructional methodology.</td>
<td>The teacher uses assessments that are aligned with the instructional objectives and the instructional methodology.</td>
<td>The teacher uses multiple assessments that are aligned with the instructional objectives and the instructional methodology to provide a larger sample of student performance.</td>
<td>The teacher uses multiple assessments that are aligned with the instructional objectives and the instructional methodology to provide a larger sample of student performance. The informal assessments build on each other, and lead to a formal assessment that is inclusive of relevant content and the informal assessment criteria.</td>
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**Standards**  
RI- Professional Teaching Standards (2011)  
**Standard:** 2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach. Teachers…  
**Indicator:**  
2.2 design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island’s learning standards  
**Indicator:**  
2.3 select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas  
**Standard:** 9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction. Teachers…  
**Indicator:**  
9.1 select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments

| Content - Clear Criteria | There does not appear to be clear criteria for evaluating student work and students are not able to engage in self assessment. | The criteria for assessment are not clear and students aren’t able to evaluate their own work or limited feedback may make it difficult for students to establish goals for learning. | The teacher provides clear criteria for assessment that allow students to self-assess, and provides some feedback that helps students establish goals for learning. | The teacher provides clear criteria for assessment that allow students to self-assess, and provides feedback that addresses the criteria. | The teacher provides clear criteria for assessment that allow students to self-assess across assessments, and provides feedback that addresses the criteria and helps students establish goals for learning. |

**Standards**  
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**Standard:** 9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction. Teachers…  
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<td>Content - Learner Differences</td>
<td>The assessments fail to accommodate the specific needs of students with learning or other disabilities.</td>
<td>The assessments do not take a range of learners with different approaches to learning into account. There is accommodation of specific needs of special education students.</td>
<td>The assessments are designed to accommodate at least one difference among learners in the classroom (e.g., variation in challenge) and include implementation that accommodates any specific needs of special education students.</td>
<td>The assessments are designed to accommodate multiple differences among learners in the classroom (e.g., variation in challenge) and include implementation that accommodates any specific needs of special education students.</td>
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<td>Standards</td>
<td>RI- Professional Teaching Standards (2011)</td>
<td><strong>Standard:</strong> 4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Teachers…</td>
<td><strong>Indicator:</strong> 4.1 design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning</td>
<td><strong>Indicator:</strong> 4.4 make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP’s), or other approved school-based individualized learning plans (ILP’s)</td>
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<td>Critical Thinking - Clear Record</td>
<td>The analysis of student learning is incomplete and inaccurately or insufficiently communicates student progress.</td>
<td>The teacher’s evaluation and analysis provide a general sense of what the student has learned and results are communicated to the student in a rudimentary way.</td>
<td>The student work and the teacher’s evaluation and analysis provide a basic record of what the student has learned, and results are communicated to the student.</td>
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<td><strong>Indicator:</strong> 9.3 systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement</td>
<td><strong>Indicator:</strong> 9.5 use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals</td>
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### Table: Levels/Criteria

**Levels**
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- Approaches Standard
- Meets Standard
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**Criteria**
- The analysis of student learning is incomplete and inaccurately or insufficiently communicates student progress.
- The teacher’s evaluation and analysis provide a general sense of what the student has learned and results are communicated to the student in a rudimentary way.
- The student work and the teacher’s evaluation and analysis provide a basic record of what the student has learned, and results are communicated to the student.
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**Standards**
- **RI- Professional Teaching Standards (2011)**
  - **Standard:** 4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Teachers…
  - **Indicator:** 4.1 design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning
  - **Indicator:** 4.4 make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP’s), or other approved school-based individualized learning plans (ILP’s)

- **Standard:** 9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction. Teachers…
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<td>Critical Thinking - Effective Teaching</td>
<td>The teacher's evaluation of student work is inaccurate and does not lead to changes in instruction.</td>
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<td>Indicator: 9.6 maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues</td>
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| Thinking - Plan Instruction | The teacher's evaluation of student work is inaccurate and does help the student understand what he or she still needs to learn. | The teacher's evaluation of student work is not entirely accurate. Feedback to individuals may be limited or not instructive. | The teacher uses the evaluation information to plan instruction for individuals and the class, and to provide basic feedback to individuals. | The teacher uses the evaluation information to plan instruction for individuals and the class at multiple levels, and to provide detailed feedback to individuals. | The teacher uses the evaluation information to plan instruction for individuals and the class at multiple levels, and to provide detailed feedback to individuals using multiple modes of representation. | Standards RI- Professional Teaching Standards (2011)  
**Standard:** 9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction. Teachers…  
**Indicator:** 9.7 use information from their assessment of students to reflect on their own teaching, to modify their instruction and to help establish professional development goals |
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