

Cluster 5: Successful Learning

- Both summative and formative assessments, aligned to learning outcomes, have been planned (1f)
- The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d)
- Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d)
- If necessary, the teacher modifies the lesson to ensure that students “get it,” drawing on other resources as needed (1d, 3e)
- The teacher’s records permit detailed analysis of learning by individuals and groups of students (4b)
- The teacher enlists, as appropriate, the engagement of families in student learning (4c)
- In reflection, the teacher assumes responsibility for student learning (4a)

Cluster 5 Considerations:

- In what ways do teachers ensure learning by all students?
- What are some ways teachers monitor student understanding through specifically designed questions or assessment strategies?
- What are some examples of students monitoring their own learning and providing constructive feedback to classmates?
- How can teachers make strategic modifications to their lessons or leverage other sources of support based on student learning and progress?
- When teachers reflect on a lesson or unit, what are some ways they demonstrate awareness of their success in promoting student engagement and learning?

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>The teacher makes no attempt to ensure the learning of all students.</p> <ul style="list-style-type: none"> • Summative assessments are poorly aligned with the learning outcomes. • No formative assessments have been designed for use during the lesson. • The teacher makes no effort to determine whether students understand the content of the lesson or ignores indications of student boredom or lack of understanding. • Feedback to students is only global, such as, “Good job, everyone.” • The teacher makes no attempt to adjust the lesson, even when such action is clearly needed. • The teacher conveys to students that when they have difficulty learning, it is their fault. • Record-keeping systems are disorganized and incomplete. • In reflecting on the lesson, the teacher cites the extent to which students were busy or were well behaved, with no comments about the extent to which they achieved the intended outcomes. 	<p>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students.</p> <ul style="list-style-type: none"> • Only some of the learning outcomes are addressed in summative assessments. • Plans refer to the use of formative assessments but with no specificity. • The teacher requests global indications of student understanding, such as, “Any questions?” • Feedback to students is neither specific nor oriented toward future improvement of work. • The teacher’s efforts to modify the lesson are only partially successful. • The teacher conveys to students a sense of responsibility for their learning but also uncertainty about how to assist them. • The teacher maintains school- required record-keeping systems. • In reflecting on the lesson, the teacher cites only limited evidence of student attainment of the instructional goals with an emphasis on other factors, such as whether students were busy or well behaved. 	<p>The teacher makes thoughtful and genuine attempts to ensure the learning of all students.</p> <ul style="list-style-type: none"> • All the learning outcomes have a method for summative assessment, differentiated, as needed, for students with different learning goals. • Plans include specific formative assessments which are used during instruction. • The teacher monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding. • Feedback includes specific and timely guidance on how students can improve their learning. • The teacher makes productive changes to the lesson in response to evidence of student difficulties. • The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. • The teacher maintains a coherent record-keeping system on student learning. • In reflecting on the lesson, the teacher cites specific examples of student attainment of the instructional goals or conjectures about why they were not met. 	<p>The teacher consistently and successfully ensures learning by all students.</p> <ul style="list-style-type: none"> • The teacher’s plan for summative assessment explicitly provides information to students about their progress. • The teacher constantly “takes the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student learning. • Students monitor their own learning, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including other students; it is specific and focused on improvement. • When appropriate, students use assessment information to guide their next steps. • The teacher conveys to students that failure, persistence, and productive struggle are key aspects of learning and success. • The teacher attempts to engage in two-way communication with families regarding student learning. • In reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved. The teacher cites student assessment data that will be taken into account in future planning.