

Teaching and Assessing for Understanding – Observable Classroom Indicators

To what extent are...

1. Instruction and assessment focused on “big ideas” and essential questions based on established standards/outcomes?	4	3	2	1
2. Essential questions posted and revisited throughout a unit?	4	3	2	1
3. Pre-assessments used to check students’ prior knowledge and potential misconceptions regarding new topics of study?	4	3	2	1
4. Opening ”hooks” used to engage students in exploring the big ideas and essential questions?	4	3	2	1
5. Students’ understanding of the “big ideas” and core processes assessed through authentic tasks involving one or more of the six facets?	4	3	2	1
6. Evaluations of student products/performances based upon known criteria/rubrics, performance standards, and models (exemplars)?	4	3	2	1
7. Appropriate instructional strategies used to help learners’ acquire knowledge and skills, make meaning of the big ideas, and transfer their learning?	4	3	2	1
8. Students given regular opportunities to rethink, revise and reflect on their work based on feedback from on-going (formative) assessments?	4	3	2	1
9. The students expected to self-asses/ reflect on their work/learning and set goals for improvement?	4	3	2	1
10. Other: _____	4	3	2	1