



St. John the Baptist Parish School District Walk-Through Form

DOMAIN 3D—INSTRUCTION: Using Assessment in Instruction

Teacher _____ Subject _____ Grade _____ Period _____ Date _____

CHECK ONE RATING PER INDICATOR:

INDICATORS	INEFFECTIVE (1)	EFFECTIVE: EMERGING (2)	EFFECTIVE: PROFICIENT (3)	HIGHLY EFFECTIVE (4)	EVIDENCE/COMMENTS
Teacher Posing Specifically-Created Questions to Elicit Evidence of Student Understanding	<input type="checkbox"/> There is little or no assessment or monitoring of student understanding.	<input type="checkbox"/> Teacher monitors understanding through a single method or without eliciting evidence of understanding from all students.	<input type="checkbox"/> The teacher uses multiple methods to elicit evidence of student understanding during the lesson.	<input type="checkbox"/> Assessment is fully integrated into instruction through extensive use of formative assessment.	
Teacher Circulating to Monitor Student Learning and to Offer Feedback	<input type="checkbox"/> Feedback is global.	<input type="checkbox"/> Feedback to students is not uniformly specific, not oriented towards future improvement of work.	<input type="checkbox"/> Feedback includes specific and timely guidance for at least groups of students.	<input type="checkbox"/> Feedback to students is specific and timely and is provided from many resources, including other students.	
Teacher Paying Attention to Evidence of Student Understanding	<input type="checkbox"/> The teacher gives no indication of what high quality work looks like.	<input type="checkbox"/> There is little evidence that students understand how their work will be evaluated.	<input type="checkbox"/> Students indicate that they clearly understand the characteristics of high quality work.	<input type="checkbox"/> Students indicate that they clearly understand the characteristics of high quality work, AND there is evidence that students have helped establish the evaluation criteria.	
Students Assessing their Own Work against Established Criteria	<input type="checkbox"/> The teacher does not ask students to evaluate their own or classmates' work.	<input type="checkbox"/> The teacher makes only minor attempts to engage students in self- or peer-assessment.	<input type="checkbox"/> The teacher attempts to engage students in self- or peer-assessment. Students are invited to assess their own work and make improvements.	<input type="checkbox"/> Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.	
Teacher Adjusting Instruction in Response to Evidence of Student Understand (or Lack of It)	<input type="checkbox"/> The teacher makes no effort to determine whether students understand the lesson.	<input type="checkbox"/> The teacher's attempts to adjust the lesson are partially successful.	<input type="checkbox"/> When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.	<input type="checkbox"/> Teacher makes frequent use of strategies to elicit information about individual student understanding. The teacher's adjustments to the lesson are designed to assist individual students.	

Observer's Signature _____ Date _____