

# The Danielson Framework

1f – Designing Student  
Assessment

- Good teaching requires both assessment *of* learning and assessment *for* learning

## Assessment *of* learning

- Assessments of learning ensure that teachers know that students have learned the intended outcomes

# Assessment *of* learning

- These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes....That is the methods needed to assess reasoning skills are different from those for factual knowledge.

## Assessment *of* learning

- Such assessments may need to be adapted to the particular needs of individual students to allow demonstration of understanding.

# Assessment *for* learning

- Assessments for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding.

# Assessment *for* learning

- Such assessments, although used during instruction, must be designed as part of the planning process.

# Assessment *for* learning

- These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

# Elements of 1f

- Congruence with instructional outcomes
  - Assessments must match learning expectations
- Criteria and standards
  - Expectations must be clearly defined
- Design of formative assessments
  - Assessments for learning must be planned as part of the instructional process
- Use for planning
  - Results of assessment guide future planning

# Indicators

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcomes
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

# Unsatisfactory - Level 1

## Critical Attributes

- Assessments **do not match instructional outcomes**
- Assessments **lack criteria**
- **No formative** assessments have been designed
- Assessment results **do not affect future plans**

# Excellent - Level 4

## Critical Attributes

- Assessments provide opportunities for **student choice**
- **Students participate** in designing assessments for their own work
- Teacher-designed assessments are authentic with **real-world application** as appropriate
- **Students develop rubrics** according to teacher – specified learning objectives
- **Students are actively involved** in collecting information from formative assessments and provide input

# Needs Improvement - Level 2

## Critical Attributes

- Only some of the **instructional outcomes** are addressed in the planned assessments
- Assessment criteria are vague
- **Plans refer to the use of formative assessments,** but are not fully developed
- Assessment results are used to design lesson plans for the whole class, not **individual students**

# Proficient- Level 3

## Critical Attributes

- **All the learning outcomes** have a method for assessment
- All assessment types **match learning expectations**
- Plans indicated **modified assessments** when they are necessary for some students
- Assessment **criteria are clearly written**
- Plans **include formative assessment** to use during instruction
- Lesson plans indicate **possible adjustments** based on formative assessment data