

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Methods</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questions (teachers and students)</li> <li>• Instructional tasks</li> <li>• Student discussions</li> <li>• Written work/ representations</li> </ul>	<p>Planned and placed strategically in the lesson:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Questions</li> <li>• Instructional tasks</li> <li>• Student discussions</li> <li>• Written work/ representations</li> <li>• Student self-reflection (e.g., quick write)</li> </ul>	<ul style="list-style-type: none"> <li>• Students discussions and work products</li> <li>• Student self-reflection (e.g, journaling)</li> </ul>	<ul style="list-style-type: none"> <li>• Student work artifacts (e.g., portfolio, writing project, oral presentation)</li> <li>• Use of rubrics</li> <li>• Student self-reflection (e.g., short survey)</li> <li>• Other summative Assessments designed by teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Oral reading observation</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Smarter Balanced Summative Assessment</li> <li>• CELDT</li> <li>• Portfolio</li> <li>• District/school created test</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Information</p>	<p>Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding</p>	<p>Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding</p>	<p>Students' current learning status relative to lesson learning goals (e.g., have students met the goal(s) or are they nearly there?)</p>	<p>Status of student learning relative to unit learning goals</p>	<p>Status of achievement of immediate goals towards meeting standards (results aggregated and disaggregated)</p>	<p>Status of student learning with respect to standards (results aggregated and disaggregated)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Uses/Actions</p>	<ul style="list-style-type: none"> <li>• Keep going, stop and find our more, provide oral feedback to individuals, adjust instructional moves in relation to student learning status (e.g., act on "teachable moments"</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with planned instruction</li> <li>• Instructional adjustments in this or the next lesson</li> <li>• Find out more</li> <li>• Feedback to class or individual students (oral or written)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional planning for start of new week</li> <li>• Feedback to students (oral or written)</li> </ul>	<ul style="list-style-type: none"> <li>• Grading</li> <li>• Reporting</li> <li>• Teacher reflection on effectiveness of planning and instruction</li> <li>• Teacher grade level/ departmental discussions of student work</li> </ul>	<ul style="list-style-type: none"> <li>• Making within-year instructional decisions</li> <li>• Monitoring, reporting: grading; same year adjustments to curriculum programs</li> <li>• Teacher reflections on effectiveness of planning and instruction</li> <li>• Readjusting professional learning priorities and resource decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Judging students overall learning</li> <li>• Gauging student, school, district, and state year-to year progress</li> <li>• Monitoring, reporting and accountability</li> <li>• Classification and placement (e.g., ELs)</li> <li>• Certification and placement (e.g., ELs)</li> <li>• Adjustments to the following year's instruction, curriculum, programs</li> <li>• Final grades</li> <li>• Professional learning prioritization and resource</li> </ul>