



## DOMAIN NUMBER THREE - ASSESSMENT AND RECORD KEEPING

### PRACTICES:

#### 1. DESIGN OF ASSESSMENTS

Teachers design varied assessments that are authentic, performance-based, and tied to real-life situations.

#### *BENEFITS:*

Teachers who design varied, effective, and authentic assessments:  
enable students to demonstrate mastery of content and skills in numerous ways.

1. promote authentic connections to personal and world experiences.
2. recognize and validate individual student competencies and needs.
3. promote understanding.

#### *INDICATORS:*

Teacher varies assessments to include focused observations, student presentations, research, projects, portfolios of student work, along with tests and quizzes.

- a. Teacher's assessments collectively result in authentic student work which simulates real-life experiences.
- b. Teacher designs assessments that demonstrate the transfer of knowledge and skills to authentic processes and real-life experiences.
- c. Teacher's assessments actively engage students in the learning process.
- d. Teacher engages students in self-assessment of their learning progress.
- e. Teacher designs assessments that allow for community recognition of student accomplishments through opportunities for display and publishing.
- f. Teacher's assessments provide opportunities for students to write in all content areas.
- g. Teacher designs assessments that promote authentic connections to personal experiences and global issues.

## 2. PROMOTION OF HIGHER ORDER THINKING SKILLS

Teachers use a variety of assessments that measure students' higher order thinking skills.

### *BENEFITS:*

Teachers who use assessments to measure thinking skills:

1. enhance students' creative, analytic, and critical thinking skills.
2. promote students transfer of knowledge and skills across content areas.
3. empower students to demonstrate understanding.
4. allow students to gauge their level of thinking.

### *INDICATORS:*

- a. Teacher differentiates assessments to accommodate the learning needs of students.
- b. Teacher's assessments address the various levels of understanding and performance required of students.
- c. Students are asked to evaluate, compare, analyze, synthesize, critique, support, and/or draw conclusions during assessments.
- d. Assessments require students to demonstrate a transfer of knowledge.
- e. Assessments provide students with opportunities for creative choices in demonstrating their understanding.

## 3. MEASUREMENT OF MASTERY IN LEARNING

Teachers design assessments that are a measurement of the mastery of learning objectives and align assessments to standards and curriculum objectives.

### *BENEFITS:*

Teachers who align assessments to learning standards:

1. measure mastery of objectives.
2. demonstrate student achievement/learning over time.

### *INDICATORS:*

- a. Teacher uses assessments that are linked to lesson and unit objectives and align with the district curriculum and the NJCCCS.
- b. Teacher aligns assessments to instructional activities.
- c. Teacher uses assessments that address various levels of understanding and performance mastery.
5. Teacher clearly defines measurable performance standards that lead to mastery.
- d. Teacher conveys assessment methods and performance standards prior to instruction using rubrics, exemplary papers, modeling performance standards, etc.
- e. Teacher provides multiple assessment opportunities for students to demonstrate mastery.

#### 4. COMMUNICATION OF DATA

Teachers effectively organize and communicate assessment data to all stakeholders.

##### *BENEFITS:*

Teachers who effectively organize and communicate assessment data:

1. guide instructional practice and allow future instruction to be scaffolded, planned and mapped.
2. enhance student self-assessment.
3. support/increase parent involvement and improve student performance.
4. convey expectations to students.
5. indicate progress toward mastery.
6. increase student motivation.
7. help students reach or exceed individual and/or class performance standards.

##### *INDICATORS:*

- a. Teacher discusses student performance data with all stakeholders.
- b. Teacher maintains accurate, clear & concise records such as grade books, running records, narratives, anecdotal records, portfolios, etc., which can be easily understood by others.
- c. Teacher communicates assessment data in a positive, constructive manner.

#### 5. USE OF ASSESSMENT TO IMPROVE INSTRUCTION

Teachers analyze and reflect upon assessment results to improve classroom instruction and student performance.

##### *BENEFITS:*

Teachers who use assessment to guide instruction:

1. facilitate students' progress towards mastery.
2. allow for the modification of instruction based on student needs.
3. ensure that future instruction is intentionally scaffolded, planned, and mapped.

##### *INDICATORS:*

- a. Teacher analyzes assessment results to modify and differentiate instruction accordingly.
- b. Teacher embeds assessment in instruction.
- c. Teacher uses formative and summative assessments to determine growth in student performance.
- d. Teacher uses assessments to compare the level of performance to state and district standards.
- e. Teacher disaggregates data to identify specific student groups in need of remediation or acceleration.
- f. Teacher uses data and communication to involve students in collaborative goal setting.