Connecting 5 Strategies to PGES

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| **Assessment for Learning Strategy** | **Teacher Actions (with References to the Danielson Framework)** |
| *Clarify and share intentions and criteria* | The teacher clarifies for students the learning outcomes and criteria for success. Outcomes represent high expectations for all students. The teacher encourages students to set their own goals. The teacher communicates the importance of learning. (*1c, 1f, 2b, 3a, 3c, 4a*) |
| *Engineering effective discussions* | The teacher engineers effective questions that elicit evidence of learning and provides feedback to move learners forward. Questions are thought-provoking and require students to use higher-order thinking skills. The teacher asks open-ended questions, inviting students to think of multiple solution paths. The teacher uses wait time strategically. Feedback to students in specific and timely. (*1a, 1e, 3b, 3d*) |
| *Provide feedback that moves the learner forward* | The teacher utilizes cognitively engaging activities that provide students opportunities for higher-level thinking. Learning tasks have multiple correct responses and solution paths. The teacher provides a variety of appropriately challenging resources that are differentiated based on students’ needs. The teacher fosters an environment in which students are actively engaged in a productive struggle. (*1e, 2c, 3c*) |
| *Activate students as owners of their learning* | The teacher uses formative assessment strategies to determine students’ understanding and adjust instruction to meet students’ immediate learning needs. Formative assessment is ongoing and strategic. Lesson plans indicate adjustments based on formative assessment data. The teacher accurately assesses the effectiveness of instructional activities. (*1b, 1f, 3d, 3e, 4a, 4b*) |
| *Activate students as instructional resources for each other* | The teacher fosters a learning environment in which students are instructional resources for each other. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The teacher encourages students to take the initiative to ensure group work is productive. The teacher invites students to explain their thinking to the class and then respectively critique each other’s reasoning. (*1e, 2a, 2c, 3a, 3b, 3c*) |
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