



**Standard 5 Rubric  
 Essential Element 5.4 for Practitioners with Temporary and Probationary Status**

<b>Essential Element 5.4</b>	Not Meeting Standards	Developing Meeting Standards			
<p><b><i>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</i></b></p>	<p>Uses assessments that do not align with learning objectives.</p> <p>Does not use assessment information to adjust instruction.</p> <p>Is unaware of formative assessment practices.</p>	<p>Uses some assessments that are aligned with learning objectives.</p> <p>Adjusts whole class instruction based on assessment data, but does not include adjustments for students' diverse learning needs.</p> <p>Rarely uses formative assessment strategies.</p>	<p>Uses a variety of assessment data to set student learning goals for content and academic language.</p> <p>Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.</p> <p>Uses a variety of formative assessment practices.</p>	<p>Integrates a broad range of data to set learning goals for content and academic language across content standards.</p> <p>Plans differentiated instruction targeted to meet individual and group learning needs.</p> <p>Modifies lessons during instruction based on a variety formative assessments.</p>	<p>Reflects on a variety of evidence of student learning continuously to make ongoing refinements to learning goals for content and academic language for the full range of students.</p> <p>Uses a variety of evidence of student learning to systematically refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.</p>

Adapted from the Continuum of Teaching Practice



### 5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction

*Strategies below are suggestions NOT requirements*

How might I ...	P-12 Strategies
<p>- draw upon assessment data to support development of learning goals?</p>	<ul style="list-style-type: none"><li>▪ Prioritize learning targets according to student needs</li><li>▪ Utilize varied assessment types</li><li>▪ Set clear lesson objectives and link instruction and activities to the objective</li><li>▪ Identify and analyze trends and patterns to determine next instructional steps</li><li>▪ Align appropriate instructional strategies with assessment data during instructional planning</li><li>▪ Uses GLAD strategies – Numbered Heads, ELD review, ELD Group Frames, Cooperative Strip Paragraphs, Learning Logs, Interactive Journals, Writers Workshop</li><li>▪ Other</li></ul>
<p>- review and revise learning goals with students over time?</p>	<ul style="list-style-type: none"><li>▪ Revisit student learning goals at regular intervals</li><li>▪ Provide feedback to students on progress towards learning goal(s)</li><li>▪ Require students to keep a record of their learning and provide opportunities for self-reflection</li><li>▪ Use student created rubrics to support students understanding of learning goals</li><li>▪ Communicate learning targets/goals throughout the lesson</li><li>▪ Monitor achievement of learning targets</li><li>▪ Provide opportunities for students to articulate their learning</li><li>▪ Uses GLAD strategy – Portfolio, Focused Reading</li><li>▪ Other</li></ul>



How might I ...	P-12 Strategies
<p>- ensure that student learning goals reflect key subject matter concepts, skills, and applications?</p>	<ul style="list-style-type: none"> <li>▪ Link assessments to state standards</li> <li>▪ Align assignments with learning objectives</li> <li>▪ Design formative assessments to support mastery of learning objectives</li> <li>▪ Develop rubrics that align with learning goals</li> <li>▪ Use GLAD strategies – 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading</li> <li>▪ Other</li> </ul>
<p>- use formative assessments to adjust instruction while teaching?</p>	<ul style="list-style-type: none"> <li>▪ Use varied strategies to check for understanding (e.g. such as thumbs up/thumbs down and think-pair-share)</li> <li>▪ Monitor and check student work to formatively assess progress and provide timely and descriptive feedback</li> <li>▪ Create a penalty-free environment so students are comfortable taking risks</li> <li>▪ Utilize warm-ups and reviews</li> <li>▪ Utilize question strategies to inform instruction</li> <li>▪ Encourage students to use a “think aloud” format to explain their thinking processes</li> <li>▪ Facilitate opportunities for students to construct their own questions and lead their own discussions</li> <li>▪ Provide opportunities for students to keep journals ( e.g. quick-writes and response journals)</li> <li>▪ Uses GLAD strategies – Learning Logs, Interactive Journals, Writers Workshop</li> <li>▪ Other</li> </ul>

\* Instructional Strategies CSTP list originally from work of the New Teacher Center and Mastery Teaching - Common Core Strategies by Marie Pagliero. Modified by BTS Cluster 1 Director Work, the Teacher Effectiveness and Evaluation Project – San Diego County Office of Education, and input from various stakeholders.