

# STANDARDS & FORMATIVE ASSESSMENT



Decide which formative assessment concept best matches the professional teaching standard.

**A** LEARNING GOAL

**B** SUCCESS CRITERIA

**C** EVIDENCE-GATHERING  
OPPORTUNITY

**D** PARTICIPANT STRUCTURE

**E** PEDAGOGICAL ACTION

**F** PEER AND SELF-ASSESSMENT

- 1 "Proficient teachers can track what students are learning (or not learning), as well as what they, as teachers, are learning."
- 2 "Sometimes teachers ask questions in the middle of a group discussion in order to assess how well students are following the presentation of information; or they may talk individually with students while they are engaged in independent work."
- 3 "No matter what form their final plans take – scribbles on a scrap of paper or lengthy and detailed outlines – accomplished teachers can clearly articulate their goals for students."
- 4 "Accomplished teachers know and can employ a variety of generic instructional skills – how to conduct Socratic dialogues, how to lecture, how to oversee small cooperative learning groups."
- 5 "Because students vary in learning styles and because different settings afford differing learning opportunities, accomplished teachers know when and how to alter the social and physical organizational structure of the learning environment."

- 6 "And while they have to make decisions about what to do with the class as a whole, proficient teachers find ways to accommodate what they know about individual students and what they are learning in their plans for the whole group."
- 7 "Accomplished teachers are responsible for setting forth the social norms by which students and teachers act and interact, helping students learn to adopt appropriate roles and responsibilities for their own learning and that of their peers."
- 8 "Teachers also know about planning instruction – identifying and elaborating educational objectives, developing activities to help them meet their goals, and drawing upon resources that will serve their purposes."
- 9 "Accomplished teachers understand that the purposes, timing, and focus of an evaluation affect its form."
- 10 "Applying their knowledge of the relative strengths and weaknesses of different structures, accomplished teachers weigh these considerations when deciding which instructional strategy and organizational structure will best enhance student learning."

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From Proposition 3 of "What Teachers Should Know and Be Able To Do,"  
National Board for Professional Teaching Standards  
[http://www.nbpts.org/sites/default/files/what\\_teachers\\_should\\_know.pdf](http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf)

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