

Assessment Prompt Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
Planning It takes time and thoughtful reflection to plan learning tasks and develop questions to be used during a lesson.	Assessment Prompts are not reflected on the lesson plan.	<p>The teacher plans most lessons with Assessment Prompts in the form of questions and tasks to check for understanding at strategic points in most lessons.</p> <p>The Assessment Prompt questions and learning tasks are planned to guide student progress toward answering the Lesson Essential Question.</p>	<p>The teacher consistently plans all lessons with Assessment Prompts in the form of questions, prompts, or tasks to check for understanding at strategic points in the lesson.</p> <p>The Assessment Prompt questions and learning tasks are planned to clearly guide and assess student progress toward answering the Lesson Essential Question.</p>
Implementing Once Assessment Prompts have been developed and tasks created to gauge student learning, teachers use the questions and tasks throughout the lesson checking for student understanding.	<p>The teacher does not use Assessment Prompts to check for understanding at strategic points in the lesson.</p> <p>The teacher does not check that students understand the content at higher levels.</p>	<p>The teacher uses Assessment Prompts throughout the lesson at appropriate times.</p> <p>The teacher checks for understanding at higher levels by asking pertinent Higher Order Thinking questions but may not scaffold the questions to make them accessible to all students.</p> <p>The teacher uses a variety of assessment methods to gather evidence of learning throughout the lesson.</p>	<p>The teacher consistently utilizes Assessment Prompts to check for understanding at strategic points in the lesson and to gather accurate data of student understanding.</p> <p>The teacher always gains enough information from Assessment Prompts to modify Learning Activities accordingly.</p> <p>The teacher consistently checks for understanding at higher levels by asking pertinent Higher Order Thinking questions and scaffolds the questions to make them accessible to all students.</p> <p>The teacher consistently uses a variety of assessment methods (written, oral, visual, show me) to gather evidence of learning throughout the lesson.</p> <p>The teacher uses wait time effectively, both after posing a question and before helping students think through a response.</p>
Effectiveness/ Results Once the tasks and questions have been utilized, it is necessary to reflect on student responses to guide future instruction.	The teacher does not use results of Assessment Prompts to guide future instruction.	The teacher assesses student mastery of Assessment Prompts to diagnose areas of student misunderstanding to modify Learning Activities.	The teacher systematically assesses every student's mastery of Assessment Prompts and diagnoses areas of student misunderstanding to modify Learning Activities.