

## Your Personal Learning Guide for Assessment

# CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING

	1	2	3	4
	Domain I: Planning and Preparation	Domain II: Classroom Environment	Domain III: Instruction	Domain IV: Professional Responsibilities
1. You Must Measure What Matters	●	●	●	
2. The 4 C's Of Assessment	●	●	●	●
3. Caught Red-Handed: Five Pieces Of Evidence We Can't Ignore	●	●	●	●
4. Nine Techniques For Using Assessment To Improve Learning	●		●	●
5. The Paramount Importance Of Sequence	●		●	
6. Six Assessment Mistakes You Must Avoid	●	●	●	●
7. Staying On The Right Side Of Excellence		●	●	●
8. Design Questions To Get The Learning You Seek	●		●	
9. Techniques To Check Comprehension As You Teach	●		●	
10. Practice: It Must Be Appropriate	●	●		
11. Student "Closure" Of Lessons Provides Us With An Accurate Check Of Comprehension	●		●	
12. Student Engagement: Six Things To Look For	●	●	●	●
13. What You Need To Know To Assess Creativity In Your Classroom		●	●	
14. Five Great Sentences To Measure Durable Learning	●		●	
15. Finding Nuggets In Mounds Of Data	●		●	●
16. Digest Data In Bite-Sized Doses			●	●
17. Using Perception Data To Change Your Thinking	●	●	●	
18. Getting Students To Look At Themselves				●
19. Teach Students When And How To Ask For Help	●	●	●	●
20. Nurture And Assess Self-Discipline In Students		●		●

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21. The Test: Help Or Hindrance?	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
22. Who Determines Grades?			<input type="radio"/>	<input type="radio"/>
23. Cut Complaints About Grades		<input type="radio"/>		<input type="radio"/>
24. Designing Homework That Students Will Do	<input type="radio"/>		<input type="radio"/>	
25. Must All Homework Be Graded?	<input type="radio"/>		<input type="radio"/>	
26. Feedback You Must Receive From Students		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Three Actions To Consider Before Giving Final Grades			<input type="radio"/>	<input type="radio"/>
28. Make Feedback Work To Maximize Learning		<input type="radio"/>	<input type="radio"/>	
29. How You Can Know You've Made A Difference				<input type="radio"/>

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# THE MARZANO TEACHER EVALUATION MODEL

	1	2	3	4
	Domain I: Classroom Strategies and Behaviors	Domain II: Planning and Preparing	Domain III: Reflecting on Teaching	Domain IV: Collegiality and Professionalism
1. You Must Measure What Matters	●	●	●	
2. The 4 C's Of Assessment	●	●		●
3. Caught Red-Handed: Five Pieces Of Evidence We Can't Ignore	●	●	●	●
4. Nine Techniques For Using Assessment To Improve Learning	●	●		●
5. The Paramount Importance Of Sequence	●	●		
6. Six Assessment Mistakes You Must Avoid	●	●	●	●
7. Staying On The Right Side Of Excellence	●		●	●
8. Design Questions To Get The Learning You Seek	●	●		
9. Techniques To Check Comprehension As You Teach	●	●		
10. Practice: It Must Be Appropriate	●	●		
11. Student "Closure" Of Lessons Provides Us With An Accurate Check Of Comprehension	●	●		
12. Student Engagement: Six Things To Look For	●	●	●	●
13. What You Need To Know To Assess Creativity In Your Classroom	●		●	
14. Five Great Sentences To Measure Durable Learning	●	●		
15. Finding Nuggets In Mounds Of Data	●	●	●	●
16. Digest Data In Bite-Sized Doses	●			●
17. Using Perception Data To Change Your Thinking	●	●	●	
18. Getting Students To Look At Themselves				●
19. Teach Students When And How To Ask For Help	●	●	●	●
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