| **Cycle** | **Methods** | **Information** | **Uses/Actions** |
| --- | --- | --- | --- |
| **Short**  |
| **Minute-by-minute** | -Observation -Questions (teachers and students)-Instructional tasks-Student discussions-Written work/ representations | -Students’ current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding | -Keep going, stop and find out more, provide oral feedback to individuals, adjust instructional moves in relation to student learning status (e.g., act on “teachable moments”)  |
| **Daily Lesson** | Planned and placed strategically in the lesson: -Observation-Questions (teachers and students)-Instructional tasks-Student discussions-Written work/ representations -Student self-reflection (e.g., quick write)  | -Students’ current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding  | -Continue with planned instruction-Instructional adjustments in this or the next lesson-Find out more-Feedback to class or individual students (oral or written) |
| **Week** | -Student discussions and work products-Student self-reflection (e.g., journaling) | -Students’ current learning status relative to lesson learning goals (e.g., have students met the goal[s], are they nearly there?) | -Instructional planning for start of new week-Feedback to students (oral or written) |
| **Medium** |
| **End-of-Unit/ Project** | -Student work artifacts (e.g., portfolio, writing project, oral presentation)-Use of rubrics -Student self-reflection (e.g., short survey)-Other classroom summative assessments designed by teacher(s)  | -Status of student learning relative to unit learning goals- | -Grading-Reporting-Teacher reflection on effectiveness of planning and instruction-Teacher grade level/ departmental discussions of student work |
| **Quarterly/****Interim/ Benchmark** | -Portfolio-Oral reading observation-Test | -Status of achievement of intermediate goals toward meeting standards (results aggregated and disaggregated) | -Making within-year instructional decisions. -Monitoring, reporting; grading; same-year adjustments to curriculum programs -Teacher reflection on effectiveness of planning and instruction-Readjusting professional learning priorities and resource decisions |
| **Long**  |
| **Annual** | -Smarter Balanced Summative Assessment-CELDT -Portfolio-District/school created test | Status of student achievement with respect to standards (results aggregated and disaggregated) | -Judging students’ overall learning-Gauging student, school, district, and state year-to-year progress-Monitoring, reporting and accountability- Classification and placement (e.g., ELs)-Certification-Adjustments to following year’s instruction, curriculum, programs; -Final grades -Professional learning prioritization and resource decisions-Teacher reflection (individual/grade level/department) on overall effectiveness of planning and instruction |