| **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 |