

INSTRUCTION: ACADEMIC FEEDBACK

5 Significantly Above Expectations	3 At Expectations	1 Significantly Below Expectations
<ul style="list-style-type: none">• Oral and written feedback is consistently academically focused, frequent, and high quality.• Feedback is frequently given during guided practice and homework review.• The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.• Feedback from students is regularly used to monitor and adjust instruction.• Teacher engages students in giving specific and high quality feedback to one another.	<ul style="list-style-type: none">• Oral and written feedback is mostly academically focused, frequent, and mostly high quality.• Feedback is sometimes given during guided practice and homework review.• The teacher circulates during instructional activities to support engagement and monitor student work.• Feedback from students is sometimes used to monitor and adjust instruction.	<ul style="list-style-type: none">• The quality and timeliness of feedback is inconsistent.• Feedback is rarely given during guided practice and homework review.• The teacher circulates during instructional activities, but monitors mostly behavior.• Feedback from students is rarely used to monitor or adjust instruction.