

Inquiry Teaching Benchmark Analysis

Teacher _____ Date _____

Assessed by _____

Lesson content _____

Grade level/s _____

Teacher Benchmarks

Benchmark	Monitored by	Criterion score	Comments
Unit content is based on a list of cognitive and movement knowledge areas to be learned by students			
The teacher frames each task/problem for students			
The teacher makes content progressions based on taxonomic levels			
The teacher plans questions for each task/problem			
The teacher monitors student engagement during tasks/problems			
The teacher uses questions to facilitate student learning (rather than direct statements)			
The teacher provides students with adequate time to complete tasks/problems			
The teacher assesses student learning in the targeted domain(s) and level(s)			
Teacher plans for and demonstrates use of Differentiated Instruction			

Student Benchmarks

Benchmark	Monitored by	Criterion score	Comments
Students understand the problem as framed by the teacher			
Students understand the task structure as explained to them by the teacher			
Students have the appropriate level of cognitive and movement knowledge demanded by the task/problem			
Students have learned to “think and move”			
Students achieve higher-order learning (when that is targeted)			

Benchmark monitored by (Include all used):

- LP** Review of lesson plan
- PC** Pre- or post-lesson conference
- CI** Observation of critical incidences during lesson (anecdotal records)
- ST** Observation of students (e.g., immediately after a task presentation)
- SO** Systematic observation (event, duration, time sampling)
- IN** Interviewing a small number of students during and after the lesson
- AM** Analysis of instructional materials used in the lesson (e.g., task sheets, station signs)
- TA** Traditional assessment (quiz, skills test)
- AA** Alternative assessment
- AU** Authentic assessment
- OT** Other: _____

Benchmark criteria score:	Not at all (0)	No evidence that the benchmark has been met
	Partially (1)	Some evidence that the benchmark has been met
	Fully (2)	Clear and consistent evidence that the benchmark has been met

Summary Comments by Assessor: