

PSI Benchmark Analysis

Teacher _____ Date _____

Assessed by _____

Lesson content _____

Grade level/s _____

Teacher Benchmarks

Benchmark	Monitored by	Criterion score	Comments
Teacher ensures PSI course materials are clear to students			
Teacher has very low percentage of managerial time in class (less than 2 percent)			
Teacher has very high rates of individualized instructional interactions in class			
Teacher sets performance criteria for tasks at appropriate levels of difficulty			
Teacher does not spend too much time witnessing and verifying mastery attempts			
Teacher makes few or no task presentations			
Teacher plans for and demonstrates use of Differentiated Instruction			

Student Benchmarks

Benchmark	Monitored by	Criterion score	Comments
Students have understood written or visual task presentation			
Students are staying on-task			
Students can properly set up learning activities from the written task structure information			
Students do not make “inappropriate progress” (i.e., cheat on verifying mastery)			
Students make self-paced progression			
Student progression is more or less even			

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: