



Criteria for Review

The following set of criteria has been designed to guide the Statewide Peer Review process. The criteria serve a dual purpose. In the same way that teachers give students criteria for performance at the outset of an activity, teachers benefit from criteria to guide their work. Secondly, the criteria are key to the learning experience review process. The criteria provide the reviewer with a basis for commenting on the teacher's presentation, and for offering "warm" and "cool" comments based on specific evidence in the student work and the learning experience. The Criteria for Review Reporting Form is used to record comments/evidence to be shared with the teacher. This feedback will help to strengthen classroom practice by making connections to the New York State learning standards, core curriculum, assessment plan, and student work.

RELATION TO LEARNING STANDARDS

This learning experience lists specific NYS learning standards, lists performance indicators for each standard, and links to an existing NYS core curriculum. It requires students to demonstrate the use of ideas, perspectives, tools, skills, and/or methods that are central to the learning standard.

INTELLECTUAL CHALLENGE

The learning experience requires students to grow intellectually, moving beyond rote application, building on prior learning and skills, connecting with real-world contexts wherever possible, and using a variety of talents, skills, and strategies.

ASSESSMENT PLAN

The assessment plan provides a description of the assessment tools and the techniques and/or strategies to measure student performance relative to each performance indicator. It clearly defines the various levels (e.g., developing, proficient, distinguished) of student performance in order for students to understand what is expected of them. It incorporates elements of good assessment: clear criteria to guide work, feedback on work in progress, and reflection on work completed. The assessment plan is illustrated by a range of evaluated work at different levels of achievement (developing, proficient, and distinguished).

ENGAGEMENT

The learning experience motivates students to become intellectually, emotionally, and/or physically involved in ways that support learning.

ADAPTABILITY

The learning experience is adaptable to the range of student abilities in most classrooms.

TECHNOLOGY INTEGRATION

Instructional technology, when appropriate, is used to enhance instruction. It assists students in achieving the learning standard(s) addressed in the assessment plan.