

Strand #6: Assessment for/of Learning

Implementation Level	Deep	Proficient	Partial	Minimal
A. Purpose and Type	All teams understand the function and purpose of assessment and have developed the appropriate assessment tools (classroom formatives, common formatives, common summatives).	Most teams understand the function and purpose of assessment and have developed the appropriate assessment tools (classroom formatives, common formatives, common summatives).	Teams have inconsistently identified the purpose and appropriate types of assessments, or have done so in a limited fashion.	Little or no evidence of implementation.
B. Methods	<p>All teams have collaboratively determined appropriate assessment methods aligned to the standards:</p> <ul style="list-style-type: none"> • selected response • extended written response • performance assessment • personal communication • appropriate scoring guides • auditing and revising as needed. 	<p>Most teams have collaboratively determined appropriate assessment methods aligned to the standards:</p> <ul style="list-style-type: none"> • selected response • extended written response • performance assessment • personal communication • appropriate scoring guides). 	Teams have inconsistently determined appropriate assessment methods, or have done so in a limited fashion.	Little or no evidence of implementation.
C. Feedback	All teams have developed and applied strategies and techniques for providing timely specific descriptive feedback.	Most teams have developed and applied strategies and techniques for providing timely specific descriptive feedback.	Teams have inconsistently developed and applied strategies/techniques for providing descriptive feedback, or have done so in a limited fashion.	Little or no evidence of implementation.
D. Student Involvement	All teams have developed and applied strategies for involving students in the assessment process in a systematic manner.	<p>Most teams have developed and applied strategies for involving students in the assessment process:</p> <ul style="list-style-type: none"> • Clear and understandable learning targets • Student self-monitoring • Student data notebooks • Goal-setting • Student-led conferences, etc. 	Teams have inconsistently developed and applied strategies for involving students in the assessment process, or have done so in a limited fashion.	Little or no evidence of implementation.
E. Scoring	All teams regularly and systematically utilize answer keys and/or scoring guides to collectively score student work.	Most teams utilize answer keys and/or scoring guides to collectively score student work.	Teams inconsistently utilize scoring guides to collectively score student work, or do so in a limited fashion.	Little or no evidence of implementation.
F. Data	Systematic and systemic protocols are utilized by teams to analyze student assessment (effect) data and adult behavior (cause) data with fidelity. Data is regularly used to audit assessments for validity and reliability.	Most teams analyze student assessment (effect) data and adult behavior (cause) data to inform instructional decisions and make adjustments. Data is also used to audit assessments for validity and reliability.	Teams inconsistently analyze student assessment data to inform instructional decisions and make adjustments, or do so in a limited fashion.	Little or no evidence of implementation.

G. Grading Practices	Systematic , school-wide decisions regarding research-based grading practices have been made and implemented with fidelity.	Most teams have examined current grading practices and the impact on student learning and have made collective decisions regarding appropriate grading practices.	Teams have inconsistently examined current grading practices and the impact on student learning, or have done so in a limited fashion.	Little or no evidence of implementation.