TEACHING + LEARNING

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1	INITIATING

The school does not have a set of common scoring criteria and teachers employ rubrics that are written in isolation. The school primarily uses a "one-size-fits-all" approach to assessment, and most assessments employ fixed- response, selected-response, and multiple-choice questions that primarily measure recall. The assessment literacy of teachers is limited, and many are unaware of research-based assessment strategies or the impact that varied assessment strategies can have on student learning. When students struggle to demonstrate what they have learned, assessment practices seldom change when students are retested. Teacher feedback often lacks clear guidance that will help students recognize learning needs and progress toward proficiency. Student learning is assessed infrequently, and assessment data are rarely used to modify instructional strategies.

3	DEVELOPING

Teachers have collaborated to write scoring criteria aligned with standards that are associated with particular assessment tasks. More teachers are employing multiple assessment strategies in the classroom, but these practices are unevenly applied across the school and only occasionally result in personalized instructional modifications. Faculties are supported in increasing their understanding of assessment design and in matching assessments to specified learning goals. The school has started using more innovative assessment strategies— including exhibitions and portfolios—but many student projects display a lack of academic rigor, sophistication, or intellectual curiosity. The school has provided a few professional development opportunities to improve faculty understanding of effective assessment design and how assessment strategies can also be a learning tool for teachers and students. Results from formative assessments are being reviewed and analyzed sporadically to inform instructional practices (including in-class grouping and re-grouping). Oral and written feedback is specific and aligned with learning expectations.

5	PERFORMING

Teachers have developed and use common, task-neutral scoring criteria to assess evidence of student learning. The teaching faculty understands assessment as a critical component of the learning process. The school has a system of curriculum-embedded assessments that are aligned with standards and designed to capture a range of student learning. Teachers have received training in using assessments to identify and respond to student learning needs and are skilled in the use of diagnostic assessment. Teachers use formative, performance-based assessment strategies to identify student needs. Teachers modify instruction and coordinate support before students fall behind. Performance assessments and demonstrations of learning are challenging, relevant, and drawn from real-life situations. Learning expectations are communicated to all students at the beginning of courses and lessons, and students understand the assessment methods used by teachers. The feedback students receive informs their selection of learning strategies as well as the teacher's adjustment of instruction, supports, and interventions. Teachers provide specific, timely, and actionable oral and written feedback to students on their learning strengths and weaknesses. Students have ample opportunity to exhibit learning using multiple approaches. Equitable assessment practices ensure that all students have the time and support they need to demonstrate proficiency against the same standards and provide teachers with the data they need to understand their students' learning needs.

STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school's performance in this dimension.

☐	1	2	3	4	5
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

STEP 2 >> RECORD PERFORMANCE STRATEGIES

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE STRATEGIES

- Provide professional development that is focused on building assessment literacy among teachers.
- Utilize professional learning groups to create opportunities for teachers to research and apply proven assessment strategies and create, tune, and score common assessments together. Use results to collaboratively refine and adjust instruction, assessments, interventions and curriculum decisions.
- Employ multiple assessment strategies and sources of evidence throughout the school year, including performance-based assessments, selected and constructed responses, questioning strategies, teacher observation, personal communication, self-assessments, student portfolios, and public exhibitions of student work. Based on these assessments, provide meaningful, actionable feedback to students.
- Ensure that formative and summative performance-based assessments utilize open-ended questions and multi-step problem solving that require students to analyze problems, apply knowledge, think critically, and write extensively.
- Design assessment tasks so that all students have the opportunity to demonstrate proficiency.
- Assess, monitor, and report academic progress and achievement separately from work habits, character traits, and behaviors.
- Encourage students to regularly assess their own learning and the learning of their peers against publicly shared scoring criteria to help them determine what they have learned and how they learned it.
- Employ grading practices that do not penalize students for early learning struggles during the formative assessment phase.

OUR STRATEGIES IN THIS DIMENSION

SAMPLE EVIDENCE

- The administrative team and faculty can cite critical student-performance data by content area, grade level, and student subgroup.
- There are no significant performance gaps among demographic subgroups.
- Student exhibitions evidence high levels of creativity, innovation, intellectual sophistication, and applied skills.
- All parents are informed about their child's academic progress and the school works to help them understand the standards and methods of assessing mastery of standards.
- Students can explain how assessments are connected to learning expectations.
- Parent-teacher conferences focus on assessment performance not just on work habits and behaviors.

OUR EVIDENCE IN THIS DIMENSION

TEACHING + LEARNING

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