Evaluation Rubrics for CSTP: STANDARD FIVE

Assessing Students for Learning

Evaluator:_____ Teacher: _____ Date of Observation: _____

	UNSUCCESSFUL *Practice Does Not Meet Standards*	**BEGINNING/ NEEDS IMPROVEMENT** *Practice Partially Meets Standards*	**SUCCESSFUL** *Practice Meets Standards*	**INTEGRATING/ EXEMPLARY** *Practice Exceeds Standards*	**INNOVATING** *Practice Exceeds Standards*
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	Does not use formative and summative assessments to establish proficiency of students. Does not choose assessment types that match the student learning being assessed. ☐	Explores the use of different types of pre-assessment, formative and summative assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency. ☐	Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments. Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning. ☐	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know. ☐	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge. ☐
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	Unclear how student learning is monitored, assessed and reported. ☐	Uses data from required assessments to assess student learning. Follows required processes for data analysis and draws conclusions about student learning. ☐	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction. ☐	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction. ☐	Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs. Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success. ☐

Standard Five: Assessing Students for Learning Cont.

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5.3 Reviewing data, both individually and with colleagues, to monitor student learning	Does not access data required by site and district processes. ☐	Reviews and monitors available assessment data as required by site and district processes. ☐	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students. ☐	Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends. ☐	Facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns and trends. ☐
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	Does not use data provided by site and district to set learning goals for the class. May plan instruction using available curriculum guides. ☐	Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons. May plan adjustments in instruction to address learning needs. ☐	Uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs. ☐	Uses a broad range of data to set learning goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessments. ☐	Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups. ☐

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5.5 Involving all students in self-assessment, goal setting, and monitoring progress.	Does not inform students about lesson objectives and outcomes. Minimally monitors progress using available tools for recording student data. ☐	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals. ☐	Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis. ☐	Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum. ☐	Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement. ☐
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.	Does not consistently use available technology to record assessments. Does not use recorded assessments to determine or communicate student proficiency. ☐	Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning. ☐	Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology. ☐	Integrates a variety of technologies into the development, implementation, analysis of assessments and communication of student learning to all audiences. ☐	Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences. ☐

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5.7 Using assessment information to share timely and comprehensible feedback with students and their families.	Does not consistently provide students with feedback through assessed work and required summative assessments. Minimally notifies families of students proficiencies, challenges, and behaviors. ☐	Provides students with feedback through assessed work and required summative assessments. Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as other needs arise regarding struggling students or behavior issues. ☐	Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support. ☐	Integrates the ongoing sharing of comprehensible feedback to students from formal and informal assessments in ways that increased learning. Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs. ☐	Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support. ☐