

RATING GUIDE

Assessment Of and For Student Learning

A rating of **DEFICIENT** is appropriate if any of the following exist:

- The school does not have a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations
- Teachers, generally, fail to provide specific, timely, and corrective feedback to ensure students revise and improve their work
- Teachers, generally, fail to regularly use formative assessments, including school-wide rubrics

A rating of **LIMITED** is appropriate if the school does have a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations; teachers generally provide specific, timely, and corrective feedback to ensure students revise and improve their work; and teachers generally use formative assessments, including school-wide rubrics, but:

- Teachers, generally, fail, prior to each unit of study, to communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed
- Teachers, generally, fail, prior to summative assessments, to provide students with the corresponding rubrics
- Teachers, generally, fail to use formative assessments to inform and adapt their instruction for the purpose of improving student learning
- Grading and reporting practices are not regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning

A rating of **ACCEPTABLE** is appropriate if the school does have a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations; teachers generally provide specific, timely, and corrective feedback to ensure students revise and improve their work, and teachers generally use formative assessments, including school-wide rubrics; and teachers generally also use formative assessments to inform and adapt their instruction for the purpose of improving student learning; teachers generally, prior to each unit of study, communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed; teachers generally, prior to summative assessments, provide students with the corresponding rubrics; grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning; and:

- Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement
- Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including most of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni
- The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families

- the school's progress in achieving the school's 21st century learning expectations to the school community

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:

- Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments
- In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments