

**NEW ENGLAND ASSOCIATION OF  
SCHOOLS AND COLLEGES, INC.**



**SELF-STUDY GUIDE**

**4**

***ASSESSMENT OF AND FOR  
STUDENT LEARNING***

**FOR 2013 SCHOOLS  
COMMISSION ON PUBLIC SECONDARY SCHOOLS**



## Teaching and Learning Standard

# 4

## Assessment of and for Student Learning

*Assessment informs students and stakeholders of progress and growth toward meeting the school's 21<sup>st</sup> century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.*

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations.
2. The school's professional staff communicates:
  - individual student progress in achieving the school's 21<sup>st</sup> century learning expectations to students and their families
  - the school's progress in achieving the school's 21<sup>st</sup> century learning expectations to the school community
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with the corresponding rubrics.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. 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 all of the following:
  - student work
  - common course and common grade-level assessments
  - individual and school-wide progress in achieving the school's 21<sup>st</sup> century learning expectations
  - standardized assessments
  - data from sending schools, receiving schools, and post-secondary institutions
  - survey data from current students and alumni
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

## Directions for the Committee on Assessment of and for Student Learning

This Standard Committee is charged with the responsibility of developing a document that demonstrates the extent to which the school is adhering to the Standard for Accreditation on Assessment of and for Student Learning. Committee members should remember that the process of determining adherence to the Standard is a reflective one. As evidence is gathered and discussed, the Committee's conclusions may change and evolve, be altered and refined. Once the evidence has been fully discussed and conclusions have been finalized, the Committee will begin the writing of the Narrative. The final step in the process is for the Committee to write an Executive Summary and to assess the extent to which the school is adhering to the Standard using the Rating Guide. This rating, and the Committee's list of strengths and needs for the Standard, will become part of the Executive Summary

### I. Gaining an Understanding of the Standard and Preparing to Begin

- A. Make a copy of this Self-Study Guide for each member of the Standard Committee from the website: <http://cpss.neasc.org>.
- B. Read and discuss the Standard for Accreditation on Assessment of and for Student Learning so that all members of the Standard Committee develop a common understanding of the effective practices in the Standard. The Standard is comprised of both the narrative portion and the numbered indicators. The concepts in the narrative portion are manifested through the indicators. As part of your discussion, use the guiding questions from the document, *Explanation of the Standards for Accreditation*. Additional information is available in the bibliography which is organized by Standard and by Indicator. Both documents can be located at <http://cpss.neasc.org> under the "Getting Started" tab.
- C. Engage all members of the Committee in an activity to identify (imagine) what practices one would see for each indicator at a school which was meeting the Assessment Standard at the highest level. For example, with regard to Indicator #3, Committee members might suggest:
  1. each department has access to an electronic database in which members can input various types of data;
  2. department heads analyze and share assessment data at monthly department meetings;
  3. department members review individual student progress and discuss strategies to address identified inequities;
  4. the school's leadership team analyzes the same data at monthly meetings and hears reports from all departments;
  5. the faculty and administration discuss assessment results on a quarterly basis during in-service time;
  6. once the practices have been generated, compare them to the Standard's Rating Guide in the acceptable and exemplary categories on page 14 of this booklet.

- D. Engage all members of the Committee in an activity to review the Rating Guide for the Standard on Assessment of and for Student Learning. Assess the extent to which the school is adhering to the Standard using the Rating Guide. Pay particular attention to the deficient rating. The Committee should report any and all areas of deficiency to the Steering Committee.

## II. Collecting Data Related to the Standard on Assessment of and for Student Learning

### A. Data Already Gathered:

1. State Report

Examine your school's state report for its implications related to the Standard on Assessment of and for Student Learning. Identify the indicators in the Standard for which the specific data in the report is relevant.

2. Opinion Surveys

Review the results of the Endicott College opinion surveys administered to parents, students, and teachers with regard to this Standard.

### B. Data to be Gathered by Committee:

1. Gather the following information as evidence you will need later in this process. You will eventually need to **attach this evidence to the self-study narrative essay.**

- a. A copy of the school-wide analytic rubrics developed to assess the 21<sup>st</sup> century learning expectations (4.1)

- b. A copy of the school's grading and reporting practices (4.10)

2. Gather the following information as evidence you will need for each indicator in the Standard (as noted in parenthesis). **You are required to organize this evidence and make it available in the workroom at the school for use by the visiting committee.** *Please note: it is possible that you may not find evidence for all indicators.*

#### Indicator 1

*The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations.*

- a. A description of the school's *formal process*, based on the school-wide analytic rubrics, to assess *whole school* and *individual student* progress in achieving the school's 21<sup>st</sup> century learning expectations (4.1)

#### Indicator 2

*The school's professional staff communicates:*

- *individual student progress in achieving the school's 21<sup>st</sup> century learning expectations to students and their families*
- *the school's progress in achieving the school's 21<sup>st</sup> century learning expectations to the school community*

- b. Sample reports provided to an individual student and family identifying progress made in achieving the 21<sup>st</sup> century learning expectations *based on the use of the school-wide analytic rubrics* for the past two years (4.2)
- c. Sample report(s) provided to the community identifying the school's progress in achieving the school's 21<sup>st</sup> century learning expectations for the past two years (4.2)

### Indicator 3

*Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.*

- d. A description of the process the faculty uses to collect, disaggregate, and analyze data to respond to inequities in student achievement (4.3)
- e. A list of the identified targets for improved performance based on the analysis of equity gaps in state assessments results and other internal school/district assessment results (e.g., special education students, gender, ELL students, minority students) (4.3)
- f. Evidence of disaggregated data that has been used to *examine inequities* in student achievement (4.3)
- g. Evidence of actions taken to address inequities in student achievement (4.3)

### Indicator 4

*Prior to each unit of study, teachers communicate to students the school's applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to be assessed.*

- h. Evidence from all departments/curriculum areas which demonstrates that teachers communicate applicable 21<sup>st</sup> century learning expectations and unit specific learning goals when introducing units of study (4.4)

### Indicator 5

*Prior to summative assessments, teachers provide students with the corresponding rubrics.*

- i. Samples from all departments/curriculum areas of the corresponding rubrics teachers provide to students in advance of using summative assessments (4.5)
- j. Evidence of the *frequency* with which teachers provide corresponding rubrics in advance of using summative assessments (4.5)

### Indicator 6

*In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.*

- k. Samples of a range of both formative and summative assessments used by teachers in each department/curriculum area (4.6)
- l. Evidence of the *frequency* with which both formative and summative assessments (e.g. performance assessments, portfolios, exhibitions, competency-based graduation projects) are employed by teachers in each department/curriculum area (4.6)

### Indicator 7

*Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.*

- m. Evidence of hours teachers *formally spend collaborating* on the creation, analysis, and revisions of formative, summative, and common assessments (4.7)
- n. Evidence of hours teachers spend collaborating across curricular areas on the creation, analysis, and revisions of formative, summative, and common assessments (4.7)
- o. Evidence of revisions made to formative, summative, and common assessments (4.7)

Indicator 8

*Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.*

- p. Evidence of the types of *immediate, corrective feedback* teachers use which provide students with opportunities to revise/improve their work (4.8)
- q. Evidence of improved student work (e.g., a student's first draft and second draft of an assignment) (4.8)

Indicator 9

*Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.*

- r. Evidence of teachers' *regular* use of formative assessments to adapt their instructional practices (4.9)

Indicator 10

*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 all of the following:*

- *student work*
  - *common course and common grade-level assessments*
  - *individual and school-wide progress in achieving the school's 21<sup>st</sup> century learning expectations*
  - *standardized assessments*
  - *data from sending schools, receiving schools, and post-secondary institutions*
  - *survey data from current students and alumni*
- s. A wide range of student work from all departments/curriculum areas for all levels of courses that demonstrate the assessment of the school's 21<sup>st</sup> century learning expectations *Please note: the committee chair is urged to collaborate with the Curriculum and the Instruction committees.* This student work must be organized, a cover sheet (found on page 16 of this guide) must be attached to each piece of work, and the work made available to the visiting committee. (4.10)
  - t. Student performance data (aggregate and disaggregated) including, but not limited to, standardized test results (national, state, and local), classroom and department formative assessment results, assessment of student performance in achieving the 21<sup>st</sup> century learning expectations, portfolios, culminating projects, and competency-based projects (Committee Chair is urged to collaborate with or view the student work collected by Curriculum and Instruction committees) (4.10)
  - u. Evidence of *changes* in curriculum based on *the examination of student work*, common course and common grade-level assessments, individual student and school progress in achieving the 21<sup>st</sup> century learning expectations, standardized assessments, data from sending and receiving schools, and post-secondary institutions, and survey data from current students and alumni (4.10)

- v. Evidence of *changes* in instructional practices based on *the examination of student work*, common course and common grade-level assessments, individual student and school progress in achieving the 21<sup>st</sup> century learning expectations, standardized assessments, data from sending and receiving schools, and post-secondary institutions, and survey data from current students and alumni (4.10)
- w. Evidence of hours teachers and administrators have spent collaborating on the examination of student learning for the purpose of revising curriculum (4.10)
- x. Evidence of hours teachers and administrators have spent collaborating on the examination of student learning for the purpose of revising instructional practices (4.10)

Indicator 11

*Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning*

- y. Evidence of *review* of the school's grading and reporting practices which uses the school's core values and beliefs about learning (4.11)
- z. Evidence of *actions taken* to align the school's grading and reporting practices with the school's core values and beliefs about learning (4.11)

### III. Analyzing the Evidence, Drawing Conclusions, and Providing Supporting Details

Once you have gathered the data requested, use the prompts that follow to analyze and discuss all the gathered evidence and information as it relates to the various indicators in the Standard on Assessment of and for Student Learning. Only after these steps have been completed should the Committee begin the process of writing the Narrative.

#### Prompts for Analyzing Evidence and Drawing Conclusions

1. **The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations.**

##### Analyzing the Evidence

- a. Based on a review of the school's formal process to assess the learning expectations and the opinion survey results, what does the evidence show about the professional staff's *continuous* use of school-wide rubrics to assess whole-school and individual student progress in achieving *all* of the school's 21<sup>st</sup> century learning expectations?

##### Drawing a Conclusion

- b. State the extent to which the professional staff *continuously* employs a *formal process* based on the school-wide analytic rubrics to assess whole-school and individual student progress in achieving all of the 21<sup>st</sup> century learning expectations.

2. **The school's professional staff communicates:**
  - **individual student progress in achieving the school's 21<sup>st</sup> century learning expectations to students and their families**
  - **the school's progress in achieving the school's 21<sup>st</sup> century learning expectations to the school community**

**Analyzing the Evidence**

- a. Based on an examination of the sample reports of individual achievement issued to students and families, a sample report issued to the school community of whole-school achievement, and the opinion surveys results, what does the evidence show about the *frequency* of the professional staff's communication of individual student progress in achieving the school's learning expectations to students and their families and of *whole-school* progress in achieving the learning expectations to the school community?

**Drawing a Conclusion**

- b. State the extent to which the professional staff *regularly* communicates individual student progress in achieving *all* of the learning expectations based on the use of analytic rubrics to individual students and their families and to the *whole-school* community.

3. **Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.**

**Analyzing the Evidence**

- a. Based on a review of the identified targets for improved performance regarding equity gaps, disaggregated data that has been used to examine inequities, actions taken to respond to the inequities, and results of the opinion surveys, what does the evidence show about the professional staff's *regular and effective* collection, disaggregating, and analysis of data as well as their analysis of a *wide* range and *variety* of summative and formative assessments to *adequately* and *appropriately* identify and respond to inequities in student achievement?

**Drawing a Conclusion**

- b. State the extent to which the *entire* professional staff *regularly* and *effectively* collects, disaggregates, and analyzes a *wide* range and *variety* of summative and formative assessment data to *adequately* and *appropriately* identify and respond to inequities in student achievement.

4. **Prior to each unit of study, teachers communicate to students the school's applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to be assessed.**

**Analyzing the Evidence**

- a. Based on a review of the evidence, including opinion survey results, what does the evidence show about teacher's communication of applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to be assessed *prior to* each unit of study?

**Drawing a Conclusion**

- b. State the extent to which teachers, *prior to* each unit of study, communicate the school's 21<sup>st</sup> century learning expectations and related unit-specific learning goals.

5. **Prior to summative assessments, teachers provide students with the corresponding rubrics.**

**Analyzing the Evidence**

- a. Based on an examination of the samples collected from a range of content areas, what does the evidence show about teachers' provision of corresponding rubrics to students *prior to* summative assessments?

**Drawing a Conclusion**

- b. State the extent to which teachers provide students with corresponding rubrics *prior to* summative assessments.

**6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.**

**Analyzing the Evidence**

- a. Based on a review of the samples of a variety of formative and summative assessments and the opinion survey results, what does the evidence show about how teachers *regularly, purposefully, and effectively* employ a *wide* range and *variety* of formative and summative assessments in each unit of study?

**Drawing a Conclusion**

- b. State the extent to which teachers *regularly, purposefully, and effectively* employ a *wide* range and *variety* of formative and summative assessments in each unit of study.

**7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.**

**Analyzing the Evidence**

- a. Based on a review of the evidence, including opinion survey results, what does the evidence show about the *regular and formal collaboration* of teachers on the creation, analysis, and revision of formative and summative assessments, including common assessments?

**Drawing a Conclusion**

- b. State the extent to which teachers *regularly* collaborate in formal ways on: the creation, analysis, and revision of formative assessments; the creation, analysis, and review of summative assessments; and the creation, analysis, and revision of common assessments.

**8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.**

**Analyzing the Evidence**

- a. Based on a review of the types of immediate, corrective feedback teachers use to improve student work and the improved student work itself, what does the evidence show about how teachers *regularly* provide specific, timely, and *effective* feedback to ensure students have *sufficient* opportunities to revise and improve their work?

**Drawing a Conclusion**

- b. State the extent to which teachers *regularly* provide specific, timely, and *effective* feedback to ensure students have *sufficient* opportunities to revise and improve their work.

**9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.**

**Analyzing the Evidence**

- a. Based on a review of the evidence, what does it suggest about teachers' *regular* use of this data to inform and adapt their instructional practices for the purpose of *improving student learning*?

**Drawing a Conclusion**

- b. State the extent to which teachers *regularly* use formative assessment data to inform and adapt their instructional practices for the purpose of improving student learning.

10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practices, including all of the following:
- student work
  - common course and common grade-level assessments
  - individual and school-wide progress in achieving the school's 21<sup>st</sup> century learning expectations
  - standardized assessments
  - data from sending schools, receiving schools, and post-secondary institutions
  - survey data from current students and alumni

#### Analyzing the Evidence

- a. Based on a review of the range of evidence of student learning, what does the data show about teachers' and administrators' *effective examination* of common course and grade level assessments, individual and school-wide progress in achieving the school's 21<sup>st</sup> century learning expectations, standardized assessments, data from sending schools, receiving schools, post-secondary institutions, and survey data from current students and alumni for the purpose of revising curriculum and instructional practices?

#### Drawing a Conclusion

- b. State the extent to which teachers and administrators *individually* and *collaboratively*: examine student work; common course and common grade level assessments; individual and school-wide progress in achieving the school's learning expectations; standardized assessments; data from sending schools, receiving schools, and post-secondary institutions; survey data from current students and alumni, for the purpose of revising curriculum and instructional practices.

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

#### Analyzing the Evidence

- a. Based on a review of the school's formal, adopted grading policies, the evidence of review of grading practices, and the results of the opinion surveys, what does the evidence show about the *alignment* of the grading practices with the school's core values and beliefs about learning and the *regularity* of the review?

#### Drawing a Conclusion

- b. State the extent to which the school's grading and reporting practices are *regularly* reviewed and revised to ensure alignment with its core values and beliefs about learning.

## IV. Writing the Narrative

- A. Write at least one paragraph for each indicator in the Standard; for some indicators with bullets, you may need to write several paragraphs.
- B. Write a conclusion for each indicator and underline the conclusion in the paragraph. For example, for Indicator #7, "With the establishment of data teams, teachers regularly collaborate within departments and as a faculty around the analysis of summative assessments resulting in some recent revisions; however, the faculty has limited time to collaborate about and analyze or revise formative assessments."

- C. Write sentences to complete your paragraph that justify or support your underlined conclusion. Your evidence in these sentences forms the details that justify or support your underlined conclusion.
- D. This Narrative Essay should be 8-12 double-spaced pages and should be written in the third person. Sample Narratives can be found on the CPSS website located at <http://cpss.neasc.org>.

## V. Writing the Executive Summary

Write the Executive Summary of the conclusions and evidence. Consult the Guidelines for Review of Standards Essays and Executive Summaries in the *Accreditation Handbook* (page 37).

### Content of the Executive Summary

- Identify and list the school's strengths in adhering to the *specific indicators* in the Standard on Assessment of and for Student Learning.
- Identify and list the school's needs in adhering to the *specific indicators* in the Standard on Assessment of and for Student Learning.
- Use the rating guide provided on page 14 to determine the school's level of adherence to the Standard on Assessment of and for Student Learning, based on the conclusions and supportive evidence in the Narrative Essay.
- Write a one-page summary of the evidence in the Narrative Essay to support the Committee's judgment of the school's level of adherence to the Standard on Assessment of and for Student Learning, making sure you include the rating, e.g., "acceptable."
- Attach a list of the names, positions, and signatures of the Committee members responsible for the preparation of this Narrative Essay and Executive Summary. Signatures of Committee members attest to the thoroughness of the Committee's work and to the veracity of the Narrative Essay and Executive Summary.

## VI. Using the Rating Guide

### Purpose

The Rating Guide which follows has been developed:

- To assist schools in assessing their level of adherence to the Standard and thus to further understanding of the important concepts in the Standards
- To assist visiting teams in assessing the school's level of adherence to the Standard
- To inform the Commission as it considers the school's evaluation report, adherence to the Standards, and accreditation status

**Please note:** The Rating Guide is a guide for helping the school to determine the extent to which it adheres to the Standard. The Rating Guide should be applied to the Standard as a whole, not to individual indicators. The Guide is not a rubric, and it should not be thought of in that manner nor should it be used as a rubric would be. The value and importance of individual indicators has been incorporated into the various parts of the Rating Guide.

### Directions

1. Begin with the *Deficient* category.
  - a. It is important to emphasize that every word in the Rating Guide has meaning, including transitional words and words such as *all, any, every, and, or*.
  - b. Because there are aspects within each Standard that are at the core of a school's ability to adhere to the Standard, those concepts are placed in the *Deficient* category and they are critical. This is the reason that *Deficient* is the starting place for use of the Rating Guide.
2. Read aloud the stem (the wording that begins, "A Rating of Deficient...") in the *Deficient* category and then move through each of the bulleted items that follow.
  - a. If the Committee members agree that each bulleted item is present, move on to the *Limited* category.
  - b. If the Committee members believe that the school has not met all (or most or a majority, depending on the language used in the Rating Guide) of the bulleted items, the school will then assign a rating of *Deficient* to this Standard, and its work is complete.
3. Read aloud the stem (the wording that begins, "A Rating of Limited...") in the *Limited* category and then move through each of the bulleted items, paying careful attention to the guiding words provided at the end of the stem, e.g. "but lacks:"
  - a. If the participants agree that each bulleted item is present, move on to the *Acceptable* category.
  - b. If the Committee members believe that the school has not met all of the bulleted items, the school will then assign a rating of *Limited* to this Standard. If the participants agree that each bulleted item is present, move on to the *Acceptable* category.
  - c. If the Committee members believe that the school has not met all (or most or a majority, depending on the language used in the Rating Guide) of the bulleted items, the school will then assign a rating of *Limited* to this Standard, and its work is complete.
4. Continue the process through the *Acceptable* category and to the *Exemplary* category, if appropriate.

# 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> century learning expectations to students and their families
  - the school's progress in achieving the school's 21<sup>st</sup> 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

## Sample Cover Sheet for Student Work

<b>Teacher</b>
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<b>Course/Level</b>
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<b>Grade/Team</b>
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<b>Type of Assignment</b>
<input type="checkbox"/> Homework
<input type="checkbox"/> Group work
<input type="checkbox"/> Paper
<input type="checkbox"/> Quiz/Test
<input type="checkbox"/> Reflection
<input type="checkbox"/> Portfolio
<input type="checkbox"/> Project
<input type="checkbox"/> Exhibition
<input type="checkbox"/> Other (please specify)

<b>Explanation of Assignment</b>
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**Date of Assignment:**

<p><b>List the learner outcomes* or school-wide expectations and/or any relevant course expectations</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/></li><li><input type="checkbox"/></li><li><input type="checkbox"/></li><li><input type="checkbox"/></li></ul>
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\* A clear statement of what a student is expected to know and be able to do as a result of curriculum and instruction