

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



**SELF-STUDY GUIDE**

**4**

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

**FOR 2019 SCHOOLS  
COMMITTEE ON PUBLIC SECONDARY SCHOOLS**

**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 to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics.
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 specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement..
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 aligning to the Standard for Accreditation on Assessment of and for Student Learning. Committee members should remember that the process of determining alignment 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 aligning 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*, which can be found on our website under the "Getting Started" tab. Also, establish common definitions for terms in the standards so that discussions among school staff are based on a shared understanding of the terminology.

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

- A. **Data already gathered**
  1. State report(s)
  2. 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 the committee**

Gather the following information as evidence you will need for each indicator in the Standard. You will be organizing this evidence by uploading it to the portal, linking it in the Narrative Essay, or making it available in the workroom at the school for your use and use by the visiting team.

#### Indicator 1

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

- ✓ A description of the school's *formal process*, based on specific and measurable criteria for success, such as school-wide analytic rubrics, to assess *individual student* and *whole school* 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.*
- ✓ Sample reports provided to an individual student and family identifying progress made in achieving the 21<sup>st</sup> century learning expectations *based on specific and measurable criteria for success, such as school-wide analytic rubrics* (4.2)
  - ✓ Sample report(s) provided to the community identifying the school's progress in achieving the school's 21<sup>st</sup> century learning expectations (4.2)

### **Indicator 3**

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

- ✓ A description of the process the faculty uses to collect, disaggregate, and analyze data to respond to inequities in student achievement (4.3)
- ✓ Provide examples of disaggregated data that has been used to *examine inequities* in student achievement (4.3)
- ✓ Provide examples of actions taken to address inequities in student achievement based on examined data (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.*

- ✓ Provide representative examples 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 specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.*

- ✓ Provide representative examples from a variety of courses, which demonstrate that teachers provide specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement to students in advance of using summative assessments (4.5)
- ✓ Evidence of the *frequency* with which teachers provide specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement 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.*

- ✓ Provide representative examples from a variety of courses of both formative and summative assessments used by teachers (4.6)
- ✓ Evidence of the *frequency* with which both formative and summative assessments 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.*

- ✓ Provide examples of the time and types of regularly scheduled activities during which teachers *formally collaborate* on the creation, analysis, and revisions of formative, summative, and common assessments (4.7)
- ✓ Evidence of revisions made to formative, summative, and common assessments based on collaborative discussions (4.7)

### **Indicator 8**

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

- ✓ Provide examples of the types of *specific, timely, and corrective feedback* teachers use which provide students with opportunities to revise/improve their work (4.8)
- ✓ Evidence of improved student work resulting from teacher feedback (4.8)

### **Indicator 9**

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

- ✓ Provide examples of teachers' *regular* use of formative assessments and how the formative assessment has been used 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.*
- 
- ✓ Provide examples of how *teachers and administrators, individually and collaboratively, examine student work, common assessments, individual and school-wide achievement results of 21<sup>st</sup> century learning expectations, standardized assessments, data from sending or receiving schools and post –secondary institutions, as well as survey data from current students or alumni for the purpose of revising curriculum and improving instructional practice* (4.10)
  - ✓ Provide examples 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)
  - ✓ Provide examples 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)
  - ✓ Provide examples of the time teachers and administrators have spent collaborating on the examination of student learning for the purpose of revising curriculum and 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.*

- ✓ A copy of the school's grading and reporting practices (4.11)
- ✓ Evidence of *review* of the school's grading and reporting practices to ensure alignment with the school's core values and beliefs about learning (4.11)
- ✓ 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, use the directions that follow to guide your analysis and discussion on 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. The narrative writing will be entered into the appropriate sections of the school's self-study web portal. Supporting documentation can also be linked to the narrative through the portal.

## Prompts for Analyzing Evidence and Drawing Conclusions

### Indicator 1

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

#### **Analysis:**

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school continuously *employs a formal process to assess individual student progress and whole school progress* in achieving all of the school's 21<sup>st</sup> century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school continuously *employs a formal process to assess individual student progress and whole school progress* in achieving all of the school's 21<sup>st</sup> century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics.

#### **Writing a Conclusion Sentence(s):**

In the online portal in the dialogue box entitled "Conclusions," write one or two sentences which identifies the **extent or degree** to which the school continuously *employs a formal process to assess individual student progress and whole school progress* in achieving all of the school's 21<sup>st</sup> century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics.

Example:

The school has begun to implement school-wide analytic rubrics as their measurable criteria for success on individual assignments in a very limited way; however, as yet, there is no formal process based on these school-wide analytic rubrics to assess individual student progress as well as whole-school achievement of the school's 21<sup>st</sup> century learning expectations.

#### **Writing the narrative for the Indicator(s):**

Now, in the "Evidence and Explanation" dialogue box, write sentences based on your discussion and analysis that justify or support your conclusion. Your evidence in these sentences comes from your examples in Section II and your discussions regarding those examples that have just occurred in Section III.

This writing will form your Narrative Essay. It should be written in the third person.

### 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.*

#### **Analysis:**

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how individual achievement reports are issued to students and families?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which individual achievement reports are issued to students and families.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how whole-school achievement is reported to the school community?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which whole-school achievement is reported to the school community.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which individual achievement reports are issued to students and families and whole-school achievement is reported to the school community.

Example:

Because the school has yet to develop and implement a formal process to assess students' progress in achieving the school's 21<sup>st</sup> century learning expectations, it has also not yet developed a process to report individual achievement to students and families and whole-school achievement to the school community.

**Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

**Indicator 3**

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

**Analysis:**

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how professional staff *collects, disaggregates, and analyzes data* and how it is used *to identify and respond to inequities in student achievement*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the professional staff's *collection, disaggregating, and analysis of data* are used *to identify and respond to inequities in student achievement*.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which professional staff *collects, disaggregates, and analyzes* a range of assessment data *to identify and respond to inequities in student achievement*.

See examples for Indicators 1 and 2.

**Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

**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.*

**Analysis:**

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers *communicate the applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals* to be assessed *prior to each unit of study*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers *communicate the applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals* to be assessed *prior to each unit of study*.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which teachers *communicate the applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals* to be assessed *prior to each unit of study*.

See examples for Indicators 1 and 2.

**Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

### **Indicator 5**

*Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.*

#### **Analysis:**

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers *provide specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement* to students *prior to* summative assessments?

Based on the analysis of your information, state the **extent or degrees (see continuum of terms)** to which teachers provide *specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement* to students *prior to* summative assessments.

#### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which teachers provide specific and measurable criteria for success, such as *corresponding rubrics, which define targeted high levels of achievement* to students *prior to* summative assessments.

See examples for Indicators 1 and 2.

#### **Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

### **Indicator 6**

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

#### **Analysis:**

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers regularly and purposefully, *employ a range and variety of formative and summative assessments*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers regularly and purposefully, *employ a range and variety of formative and summative assessments*.

#### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which teachers regularly and purposefully, *employ a range and variety of formative and summative assessments*.

See examples for Indicators 1 and 2.

#### **Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

### **Indicator 7**

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

#### **Analysis:**

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers regularly and formally collaborate of *on the creation, analysis, and revision of formative and summative assessments, including common assessments*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers regularly and formally collaborate of *on the creation, analysis, and revision of formative and summative assessments, including common assessments*.



**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which teachers regularly and formally collaborate of *on the creation, analysis, and revision of formative and summative assessments, including common assessments.*

See examples for Indicators 1 and 2.

**Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

**Indicator 8**

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

**Analysis:**

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers regularly *provide specific, timely, and corrective feedback* to ensure *students have sufficient opportunities to revise and improve their work?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers regularly *provide specific, timely, and corrective feedback* to ensure *students have sufficient opportunities to revise and improve their work.*

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which teachers regularly *provide specific, timely, and corrective feedback* to ensure *students have sufficient opportunities to revise and improve their work.*

See examples for Indicators 1 and 2.

**Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

**Indicator 9**

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

**Analysis:**

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers *regularly use formative assessments* to inform and adapt their instructional practices for the purpose of improving student learning?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers *regularly use formative assessments* to inform and adapt their instructional practices for the purpose of improving student learning.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which teachers *regularly use formative assessment data* to inform and adapt their instructional practices for the purpose of improving student learning.

See examples for Indicators 1 and 2.

**Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

### **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 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.*

#### **Analysis:**

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how teachers and administrators *individually and collaboratively* examine *student work, 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?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which how teachers and administrators *individually and collaboratively* examine *student work, 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.

#### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which teachers and administrators *individually and collaboratively* examine *student work, 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.

See examples for Indicators 1 and 2.

#### **Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

### **Indicator 11**

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

#### **Analysis:**

Using the examples in Section II and Endicott survey results to form your discussion, 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?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the *grading practices* are aligned *with the school's core values and beliefs about learning and the regularity* of the review.

#### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to the *grading practices* are aligned *with the school's core values and beliefs about learning and the regularity* of the review.

See examples for Indicators 1 and 2.

**Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

**IV. Writing the Standard Narrative**

When you have finished the writing for all of your individual indicators in a Standard they should be combined into one longer narrative for the entire Standard. This process will occur through the portal when the school enters the “print self-study report” command.

**V. Writing the Executive Summary/Standard Rating/Strengths/Needs**

- a. Write a one-page executive summary of the evidence from the Standard’s narrative essay, which will be used to support the committee’s judgment of the school’s level of alignment to the Standard on Assessment of and for Student Learning in the portal. The basis for this summary can be derived from the conclusion sentences at the beginning of each indicator; some additional information may be added to clarify these conclusions.
- b. Use the rating guide provided to determine the school’s level of alignment to the Standard on Assessment of and for Student Learning, based on the conclusions and supportive evidence written in the Narrative Essay. Check the box of the corresponding level in the Executive Summary section of the portal in the section entitled “Advisory Rating.”
- c. Identify the school’s strengths in aligning to the specific indicators in the Standard on Assessment of and for Student Learning and enter them into the portal in the section for Strengths.
- d. Identify the school’s needs in aligning to the specific indicators in the Standard on Assessment of and for Student Learning and enter them into the portal in the section for Needs.
- e. 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.

Please consult the Self-Study Seminar Handbook or the portal for a sample Executive Summary.

## Student Work Set Cover Sheet

Teacher / Course / Grade / Level
Type of Assignment (e.g. homework, group work, essay, test, project, etc.)
Skills and Knowledge (e.g. learning expectation, essential question, curriculum standards, etc.)
Describe the activity or assessment and context (or attach unit or lesson plan/overview)

Attach:

1. Handout(s) given to students
2. Assessment criteria, such as a rubric
3. Three examples of student work
  - including work that is developing, meeting, and exceeding expectations
  - scoring and feedback to students

Reflection

- To what extent does the student work set represent students' proficiency?
- To what extent does the work set reflect elements of the Standards for Accreditation?

Self-assessment & reflection	Higher order thinking
Revision and improvement	Cross-disciplinary connections
Depth of understanding	Application of knowledge
Personalized instruction	Authentic tasks – in or out of school
Engagement	Integrating technology
Active	Informed and ethical use of technology
Self-directed	Strategic differentiation
Inquiry	Purposeful grouping
Problem-solving	Collaboration

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**Continuum of Terms for Writing Conclusions**

Quantitative	Qualitative
<p>ALWAYS all across the school pervasively often the vast majority most extensively consistently frequently sometimes in some areas occasionally limited infrequently rarely NEVER</p>	<p>by design – not by design individually – collaboratively deliberately – haphazardly formally – informally implicitly – explicitly purposefully – lacking connection systematically – happenstance consistently – inconsistently commonly – seldom targeted – scattered regularly – sporadically not yet</p>

# RATING GUIDE

## Assessment of and for Student Learning

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The school does not have a formal process, based on specific and measurable criteria for success, such as school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations
- Teachers do not regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work
- Teachers do not regularly use formative assessments

A rating of **LIMITED** is appropriate if the school has a formal process, based on specific and measurable criteria for success, such as school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations; teachers regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work; and teachers regularly use formative assessments, but does not yet regularly:

- Communicate to students the school's applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to be assessed prior to each unit of study
- Provide students with the specific and measurable criteria for success, such as corresponding rubrics, prior to summative assessments
- Use formative assessments to inform and adapt their instruction for the purpose of improving student learning
- Review and revise grading and reporting practices to ensure alignment with the school's core values and beliefs about learning

A rating of **ACCEPTABLE** is appropriate if the school has a formal process, based on specific and measurable criteria for success, such as school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations, and teachers regularly provide: specific, timely, and corrective feedback to ensure students revise and improve their work, formative assessments to inform and adapt their instruction for the purpose of improving student learning, communication to students, prior to each unit of study, the school's applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to be assessed, and specific and measurable criteria for success, such as corresponding rubrics, to students prior to summative assessments, and:

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