

FORMATIVE AND SUMMATIVE ASSESSMENT

Formative and Summative Assessment: Rubric 1

Quality of Learning Outcomes (Used to score Form 2.2, #1, #2, and #3)

What does the evidence indicate about the quality of the teacher's stated student learning outcomes?

LEVEL 1

The learning outcomes as a whole are characterized by a lack of or by low academic rigor in the discipline and low expectations for students.

LEVEL 2

The learning outcomes as a whole are characterized by moderate academic rigor in the discipline and moderate expectations for students. The teacher's explanation is general, imprecise, and/or unconvincing.

LEVEL 3

Most, but not all, of the learning outcomes represent some indication of high levels of academic rigor in the discipline and some high expectations for students. The teacher's explanation is generally convincing.

LEVEL 4

The learning outcomes consistently represent high levels of academic rigor in the discipline and high expectations for all students. The teacher's explanation is detailed, specific, and convincing.

Formative and Summative Assessment: Rubric 2

Connection of Learning Outcomes with School/District Priorities or Academic Content Standards (Used to score Form 2.2, #4)

What does the evidence indicate about the relationship of the teacher's stated learning outcomes with the school's curriculum priorities and/or academic content standards?

LEVEL 1

The teacher fails to explain the connections between the identified learning outcomes and the academic content standards.

LEVEL 2

The teacher's explanation of the connections between the identified learning outcomes and the academic content standards is vague or unclear.

LEVEL 3

The teacher's explanation of the connections between the identified learning outcomes and the academic content standards is generally clear.

LEVEL 4

The teacher's explanation of the connections between the identified learning outcomes and the academic content standards demonstrates full, clear, and explicit alignment.

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Formative and Summative Assessment: Rubric 3

Planning for Differentiation (used to score Form 2.2. #5)

What does the evidence indicate about the quality of the teacher's plan for differentiation?

LEVEL 1

The plan as a whole shows no differentiation for students.

LEVEL 2

The plan as a whole shows little differentiation for students.

LEVEL 3

The plan as a whole indicates some differentiation for groups of students.

LEVEL 4

The plan as a whole shows differentiation, as appropriate, for groups and for individual students.

Formative and Summative Assessment: Rubric 4

Rationale for the Content of Formative Assessments in the Context of the Learning Outcomes for the Instructional Unit (used to score Form 2.2. #8)

To what extent does the teacher's rationale for the content focus of each formative assessment demonstrate understanding of student learning progress toward the learning outcomes of the unit as a whole?

LEVEL 1

The teacher offers no rationale for the content focus of the formative assessments.

LEVEL 2

The rationale for the content focus of the formative assessments is vague or general.

LEVEL 3

The rationale for the content focus of the formative assessments is clear and supported by specific details.

LEVEL 4

The rationale for the content focus of the formative assessments is thorough and makes a convincing case for the importance of these formative assessments for future learning in the unit.

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Formative and Summative Assessment: Rubric 5

Design of Opportunities for Student Self-Assessment (used to score the last question on Form 2.3)

How convincing is the teacher's explanation of the design and usefulness of the student self-assessment for students to understand their progress in all of the formative assessments submitted?

LEVEL 1

There are no opportunities for student self-assessment in both formative assessments submitted.

or

The teacher offers no relevant information to explain the design and usefulness of the student self-assessment opportunities for students to understand their progress in both formative assessments submitted.

LEVEL 2

The teacher's explanation of the design and usefulness of the student self-assessment opportunities for students to understand their progress is vague or general in both formative assessments submitted.

or

The teacher is inconsistent in allowing students to self-assess between both formative assessments submitted.

LEVEL 3

The teacher's explanation of the design and usefulness of the student self-assessment opportunities for students to understand their progress is clear and includes some specific information in both formative assessments submitted.

LEVEL 4

The teacher's explanation of the design and usefulness of the student self-assessment opportunities for students to understand their progress is detailed and contains substantive information in both formative assessments submitted.

Formative and Summative Assessment: Rubric 6

Accuracy of Scoring Individual Student Responses (used to evaluate the teacher's uploaded student responses and teacher scoring of those responses)

To what extent is the teacher's evaluation of each of the three students' responses accurate in all submitted assessments?

LEVEL 1

There is no evidence of the teacher's scoring of student responses in all submitted assessments.

LEVEL 2

There are substantive content-based errors and/or an error in the teacher's scoring of student responses in all submitted assessments.

LEVEL 3

There are one or two minor content-based errors in the scoring of student responses in all submitted assessments.

LEVEL 4

There are no content-based errors in the scoring of student responses in all submitted assessments.

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Formative and Summative Assessment: Rubric 7a

Analyzing Individual Student Data to Monitor Learning (Used to score Form 2.4.1a)

How well does the teacher use the three individual student assessment responses to Formative Assessment 1 to analyze each student's progress toward mastery of the learning outcomes?

LEVEL 1

Overall analysis of the three student responses is inaccurate, making inappropriate inferences, and/or fails to align student results with the intended learning outcomes.

LEVEL 2

Overall analysis of the three student responses is general and does not mention some obvious features of the student responses in their progress towards mastery of the learning outcomes.

LEVEL 3

Overall analysis of the three student responses draws at least one specific and accurate conclusion about learning progress from each student's assessment response in relation to the learning outcomes, citing some evidence from each of the student responses to support this account.

LEVEL 4

Overall analysis of the three student responses draws multiple specific and accurate conclusions about each student's learning progress in relation to the learning outcomes, citing strong and specific evidence from each of the student responses to support this account.

Formative and Summative Assessment: Rubric 7b

Analyzing Individual Student Data to Monitor Learning (Used to score Form 2.4.1b)

How well does the teacher use the three individual student assessment responses to Formative Assessment 2 to analyze each student's progress toward mastery of the learning outcomes?

LEVEL 1

Overall analysis of the three student responses is inaccurate, making inappropriate inferences, and/or fails to align student results with the intended learning outcomes.

LEVEL 2

Overall analysis of the three student responses is general and does not mention some obvious features of the student responses in their progress toward mastery of the learning outcomes.

LEVEL 3

Overall analysis of the three student responses draws at least one specific and accurate conclusion about learning progress from each student's assessment responses in relation to the learning outcomes, citing some evidence from each of the student responses to support this account.

LEVEL 4

Overall analysis of the three student responses draws multiple specific and accurate conclusions about each student's learning progress in relation to the learning outcomes, citing strong and specific evidence from each of the student responses to support this account.

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Formative and Summative Assessment: Rubric 8a

Using Assessments to Chart Future Learning for Three Selected Students (used to score Form 2.4.1a)

To what extent does the teacher's account of next steps in instruction for each student after Formative Assessment 1 reflect the progress of student learning in the context of the learning outcomes?

LEVEL 1

The teacher does not connect assessment results for the three students with next steps in learning, and/or makes no connection to the learning outcomes.

LEVEL 2

The teacher makes only very general connections between assessment results for the three students and next steps in learning in the learning outcomes.

LEVEL 3

The teacher connects assessment results for the three students with specific next steps in learning in the learning outcomes.

LEVEL 4

The teacher connects assessment results for the three students with specific next steps in learning in the learning outcomes, citing specific evidence from each student's assessment results.

Formative and Summative Assessment: Rubric 8b

Using Assessments to Chart Future Learning for Three Selected Students (used to score Form 2.4.1b)

To what extent does the teacher's account of next steps in instruction for each student after Formative Assessment 2 reflect the progress of student learning in the context of the unit learning outcomes?

LEVEL 1

The teacher does not connect assessment results for the three students with next steps in learning, and/or makes no connection to the learning outcomes.

LEVEL 2

The teacher makes only very general connections between assessment results for the three students and next steps in learning in the learning outcomes.

LEVEL 3

The teacher connects assessment results for the three students with specific next steps in learning in the learning outcomes.

LEVEL 4

The teacher connects assessment results for the three students with specific next steps in learning in the learning outcomes, citing specific evidence from each student's assessment results.

Formative and Summative Assessment: Rubric 9

Analysis of Learning Progress for Three Selected Students (used to score Form 2.4.1c)

How well does the teacher use the assessment data (Formative 1, Formative 2, Summative) to analyze and draw conclusions about each student's learning progress in this instructional unit? How do the assessment results affect future instruction or future instructional planning?

LEVEL 1

The teacher fails to draw any conclusions about the selected students and/or does not connect assessment results for the three students with next steps in learning.

LEVEL 2

The teacher's conclusions about the selected students are weak or inconsistent or the teacher makes only very general connections between assessment results for the three students and next steps in learning.

LEVEL 3

The teacher's conclusions are supported by relevant references to assessment data for the selected students. The teacher connects assessment results for most students with specific next steps in learning.

LEVEL 4

The teacher's conclusions are supported by citing specific evidence from each student's assessment results for all three selected students. The teacher connects assessment results for the three students with specific next steps in learning.