CHAMINADE UNIVERSITY OF HONOLULU
Education Licensure Course Syllabus
ED 408 Assessment
Winter 2018

INSTRUCTOR

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REQUIRED TEXTS:
Stiggins, R.J., & Stiggins, R. (2012). An introduction to student-involved assessment for learning (6th edition). Pearson Education Inc. ISBN-10: 0136133959

Wiggins, G., & McTighe, J. (2005). Understanding by design (expanded 2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development.

McTighe, J., & Wiggins, G. (2004). Understanding design: Professional development workbook. Alexandria, VA: Association for Supervision and Curriculum development.

CATALOG DESCRIPTION:
Examines classroom assessment as a critical component in improving learning and instruction. The course provides educators with the knowledge, dispositions, and performance skills to design assessments, which include the diverse needs of individual learners.

MAJOR COURSE TOPICS:
At the end of this course the candidate will know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.

1. Know and understand that assessment is an essential and integral part of instruction.
2. Understand the characteristics, uses, advantages, and limitations of different types of assessment.
3. Recognize the need for multiple assessments of student learning.
4. Appropriately use a variety of formal and informal assessment techniques (e.g., observation, portfolios of elementary student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests).
5. Use formative and summative assessments to determine student understanding of each subject area.
6. Align assessments with instructional practice
7. Use technology to improve the efficiency and effectiveness of assessment processes.
8. Use assessment and self-reflection to monitor and modify instructional approaches as needed.

BIG IDEAS:
1. "Assessment is the process of gathering evidence of student learning to inform instructional decisions" (Stiggins, 2012).
2. "Effective assessment requires multiple sources of evidence collected over time" (Wiggings & McTighe, 2005).
3. "Assessment for understanding must be grounded in authentic performance-based tasks" (Wiggins & McTighe, 2005).

ESSENTIAL QUESTIONS:
1. How do we design authentic performance tasks that are valid and reliable assessments of student understanding?
2. What are the appropriate criteria for judging student performances and products?
3. How can we measure student growth in learning over time?
4. How can we involve students as full partners in the assessment process?

LICENSURE PROGRAM OUTCOMES: All 5 licensure program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in **BOLD.**

The successful education candidate in the licensure program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:

1. **(PLAN) designs meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment;**

2. (TEACH) has a competent grasp of content knowledge, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process for students at the appropriate grade level;

3. **(ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner;**

4. **(REFLECT) engages in the process of continual and thoughtful reflection on his/her teaching practices;**

5. (ADAPT) evaluates elements of change in the classroom and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

STUDENT LEARNING OUTCOMES:

Outcomes/HTSB Standard(s) addressed **Standard 6: Assessment**	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)
• The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results (HTSB 6b) • The teachers works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. (HTSB 6c) • The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process (HTSB 6e) • The teacher prepares all learners for the demands for the particular assessment formats and makes appropriate accommodations in assessments or testing conditions (6h)	• Through instructional methodologies including lecture notes, readings, discussions, reflections, and projects. • Through independent research, course assignments, and readings.

EVIDENCE BASED PRACTICES (EBP)
Evidence based practices (EBP) are those instructional programs, practices or approaches for which there is a body of research that supports the effectiveness. EBPs vetted through the Institute of Education Sciences are classified as either having strong, moderate or low support.

Strong support is determined through (1) a systematic review of a research (meta analysis), (2) several well-designed randomized, controlled trials or quasi-experiments, or (3) one large well-designed randomized, controlled multisite trial that support the effectiveness with no contradictory evidence of similar quality.

Moderate evidence is derived from studies that support strong causal conclusions but where generalization is uncertain, or studies that support the generality of a relationship but where the causality is uncertain.

Low evidence for a program, practice or approach means that the recommendation is based on expert opinion derived from strong findings or theories in related areas and/or expert opinion buttressed by direct evidence that does not rise to the moderate or strong levels.

EVIDENCE BASED PRACTICES (EBPs)

EBP	Definitions & What Research Tells Us	Research Supporting its Effectiveness
Formative Assessments	The collection of data during learning to inform instruction and monitor student learning. Associated with moderate to large effects for student learning.	Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. Granada Learning. Fuchs, L., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children, 53*, 199–208. Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
Curriculum Based Measurement/ Progress Monitoring	Used to monitor student progress across the school year at regular intervals (weekly, bi-weekly, monthly). Teachers can determine quickly if an intervention is needed or is	Stecker, P. M., Fuchs, L. S., & Fuchs, D. (2005). Using curriculum‑based measurement to improve student achievement: Review of research. *Psychology in the Schools, 42*(8), 795-819.

	working. Shown to produce meaningful gains in student learning outcomes and be a valid indicator of reading performance.	Reschly, A. L., Busch, T. W., Betts, J., Deno, S. L., & Long, J. D. (2009). Curriculum-based measurement oral reading as an indicator of reading achievement: A meta-analysis of the correlational evidence. *Journal of School Psychology*, *47*(6), 427-469.
Feedback	Information provided about regarding aspects of one's performance or understanding. Feedback related to task, process, and regulation shown to be effective at improving student learning outcomes.	Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* Routledge. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
Self-Assessment	Evaluating or judging "the worth" of one's performance and the identification of one's strengths and weaknesses with a view to improve one's learning outcomes. There is evidence suggesting that self-assessment improves student performance. Research suggests that self-assessments are generally reliable though evidence on validity is mixed.	Ross, J. A. (2006). The reliability, validity, and utility of self-assessment. *Practical Assessment Research & Evaluation, 11*(10), 1–13. Retrieved from http://pareonline.net/getvn.asp?v=11&n=10

ACADEMIC REQUIREMENTS:
- Read and become familiar with the course syllabus and expectations.
- Keep up with assignments and readings.
- Ask for clarifications about material or course expectations.
- Analyze assigned readings and offer thoughtful interpretations.
- Read all course room postings.
- Provide peer reviews that add to and advance the quality of the discussion.
- Engage other learners be responding to their postings.
- Be respectful of diverse perspectives and refrain from making inappropriate comments in course room discussions and personal interactions.

WEEKLY ASSIGNMENTS:
Students are expected to complete all reading assignments in a timely manner with care and commitment to each task. Your attendance, participation, on-time completion of all assignments, and organization is expected and required. **Weekly assignments are due by Sunday midnight, Hawaii time.** If you have an illness or family emergency, notify the instructor and make appropriate arrangements.

Summary of Assignments	Points
Unpacking the Standards	50
IRIS Modules	100
Feedback	100
Peer Reviews	60
Vocabulary Quiz	90
Analysis of Student Performance	150
UBD Plan + Assessment Series 1. UBD Stages 1-3 2. Personal Communication Assessment 3. Selected/Written Response Assessment 4. Performance Assessment 5. Pre/Post Assessment	300
Final Exam	150
TOTAL	**1000**

GRADING:

A	900 - 1000
B	800 – 899
C	700 – 799
D	600 – 699

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WEEKLY ASSIGNMENTS

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
WEEK 1	**Introduction to Standards**	Stiggins Ch. 1-2 Wiggins: Intro (pg. 1-12), Ch. 11 Video: Unpacking the Standards	Unpacking the Standards Peer Review
WEEK 2	**Assessment**	Wiggins: Ch. 1-2	IRIS Module: Classroom Assessment (Part 1)
WEEK 3	**Progress Monitoring**	Video Vignettes: Formative Assessment and Monitoring progress (Part 1&2) Wiggins: Ch. 3-4	IRIS Module Case Study: RTI Progress Monitoring
WEEK 4	**Understanding By Design (UBD) Stage 1: Backward Design**	Wiggins: Ch. 5-6, pg. 328 (template)	UBD Stage 1 Peer Review
WEEK 5	**The Power of Words: Feedbacking**	*Stiggins: Ch. 10*	Feedback Peer Review
WEEK 6	**UBD Stage 2**	Stiggins: Ch. 3-4, pg. 329-330 (template) Wiggins: Ch. 7-8	UBD Stage 2 Assessment Series: Pre/Post Assessment Peer Review
WEEK 7	**Formative Assessments**	Stiggins 5-8	Assessment Series: communication, selected/written response, performance Peer Review
WEEK 8	**Analysis of Student Work and Performance**	Stiggins: Ch. 12	Analysis of Student Performance Activity Peer Review
WEEK 9			Final Exam
WEEK 10	**UBD Stage 3: Putting it all together**	**Wiggins: Ch.9, pg. 331-332 (template)**	UBD Stage 3

UNPACKING THE STANDARDS

DUE: Week 1

POINTS: 50

PURPOSE: Standards are rigorous and complex. In order to support students toward meeting their grade level standards, teachers must be knowledgeable of content and have the ability to unpack each Common Core standard into statements of knowledge and skills.

PROCEDURE: (1) Select a standard. Unpack the standard by (2) Identifying the key verbs and nouns in the written standard. As a result, teacher will identify "what students need to know". (2) Use the key words to identify the content and learning targets. As a result, teachers can better identify "what students will be able to know and do" upon demonstrating mastery of the standard.

Unpacking the Standards TEMPLATE		
Standard	Key verbs and nouns "What students need to know"	Content and Learning Targets "What students will be able to do"

SCORING RUBRIC FOR UNPACKING THE STANDARDS

RUBRIC	Excellent	Acceptable	Unacceptable
Standard (10 points)	Identifies a Common Core Standard for a specific grade level and content area.		Parts of the Common Core Standard are missing or absent (e.g., grade level, content, language)
Key Verbs and Nouns (15 points)	Identifies key verbs and nouns. Reflects on the standard and determines what is appropriate for the particular grade level of students. Creates phrases to show what students should know.	Identifies key verbs and nouns. Reflects on the standard to determine what is appropriate for the particular grade level of students, with some minor inaccuracies.	Verbs and nouns are left unidentified.
Content and Learning Targets (25 points)	Reflects on what the standard really means to identify specific learning targets, applicable and relevant to grade level	Identifies generally appropriate learning targets, relevant to grade level	Learning targets are incomplete or inaccurate, not related or relevant to content or grade level.

IRIS MODULES

DUE: Week 2, Week 3

POINTS: 100 (50 points each)

PURPOSE: IRIS is a federally supported instructional web resource for educators that will be available and useful to you in other courses as well as in your professional career long after you complete teacher preparation. Each module requires interaction and personal exploration, and this assignment holds you accountable to those processes.

PROCEDURE:
We will be completing 2 modules as part of this course:
- Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom
- Case Study - RTI: Progress Monitoring
- Participate in all stages of the cycle, starting with the "Challenge" section and proceeding through the "Wrap Up" section
- Complete the questions in the "Assessment" section.
- Submit your assignment for scoring.

SCORING RUBRIC FOR IRIS MODULES

	Excellent	**Acceptable**	**Unacceptable**
Content	**20-25** Uses own words to respond to all questions, integrating new vocabulary, concepts, and ideas with accurate, insightful details and solutions.	**11-20** Uses own words to respond to all questions, demonstrating a general understanding of the newly introduced concepts.	**0-10** Copies from resource materials to respond to questions, responses are incomplete, responses indicate the candidate has not attended to the module.
Quality	**20-25** Writing is of professional quality (error free, well composed and articulated, shows depth, and overall quality work.)	**11-20** Writing is generally clear and organized (only minor errors).	**0-10** Writing lacks detail, organization, and is filled with errors in spelling and grammar.

FEEDBACK

DUE: Week 5

POINTS: 100

PURPOSE: Feedback is an evidence-based practice, suggesting that self-assessment improves student performance. It is critical for teachers to analyze student work to gather information of one's performance or understanding. Providing quality feedback includes being descriptive about one's performance and providing specific tasks or steps on how performance can be improved.

PROCEDURE: You will be provided three pieces of student work.
1. Analyze the student work to get a better sense of their performance.
2. Provide quality feedback, being descriptive about their current performance.
3. Provide specific recommendations on how their performance can be improved.
4. Provide "next steps" for instruction by identifying a specific skill or concept that could be taught to help the student develop a better understanding.

SCORING RUBRIC FOR FEEDBACK

RUBRIC	Excellent	Acceptable	Unacceptable
Feedback	**30-40** Feedback is descriptive, highlighting specific skills/concepts the student knows and is able to do.	**11-29** Feedback is positive and includes a brief description of what the student knows or is able to do	**0-10** Feedback is vague, lacking specific or major details that describe what student is able to do.
Analysis and Recommendations	**20-30** Analysis of student work was conducted. As a result, specific recommendations are provided, demonstrating knowledge of content and on how the student's performance can be improved.	**6-19** Analysis of student work was conducted. General recommendations are provided on how the student's performance can be improved.	**0-5** Analysis was not conducted. Recommendations are not relevant or applicable to student work and performance.
Next Steps for Instruction	**20-30** Provides a clear description of next steps for instruction, which includes a specific skill or concept to be taught.	**6-19** General description of next steps for instruction is provided. Slight error or vagueness in identifying skill or concept.	**0-5** Next steps for instruction are missing or severely inaccurate, not relevant or applicable to student or grade level.

PEER REVIEW

DUE: Week 1, Week 4, Week 5, Week 6, Week 7, Week 8

POINTS: 60 (10 points each)

PURPOSE: To participate and engage in a collaborative learning environment with fellow classmates and course instructor.

PROCEDURE: Provide one peer review, which includes reviewing a person's work, reflecting on understanding of material, offering professional and quality feedback that extends, adds, or provides an alternative perspective.

SCORING RUBRIC FOR PEER REVIEW

RUBRIC	Excellent	Acceptable	Unacceptable
Quality	**4-5** Responses include specific details and examples to articulate an accurate understanding of new material, citing the text as evidence	**2-3** Responses demonstrate general understanding of the major themes	**0-1** Responses are incomplete or inaccurate
Response	**4-5** Candidate responds to a peer with care, extending, adding-on, or providing an alternative perspective.	**1-3** Candidate's response is generally appropriate and thoughtful.	**0** Candidate does not respond to a peer.

VOCABULARY QUIZ

DUE: Week 9

POINTS: 90

PURPOSE: As an educator, it is important to identify, define, and understand vocabulary relating to assessment.

PROCEDURE:
1. Each week, three students will be assigned a vocabulary word relevant to the week's topic in assessment.
2. Individual students will post a definition of the word, an explanation using their own words, and provide 1-2 examples to contextualize the word.
3. The vocabulary will be posted and housed in the course forum area for everyone to use as a reference
4. In Week 9, students will independently take a vocabulary quiz.

Vocabulary Presentation Schedule

WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	

ANALYSIS OF STUDENT PERFORMANCE

DUE: Week 8

POINTS: 150

PURPOSE: Teachers often assign work to students daily. Collecting and examining students work is a critical piece to improve a student's learning and a teacher's performance. This practice is called Analysis of Student Work and Performance.

PROCEDURE:
1. Examine the work of students.
2. Plot their data points (scores) using the graph provided.
3. Provide an analysis of the overall class performance.
4. Provide an analysis of each student's performance.
5. Provide feedback to each student.
6. Provide an analysis of the teacher's performance
7. Next steps for instruction.

SCORING RUBRIC FOR ANALYSIS OF STUDENT PERFORMANCE

RUBRIC	Excellent	Acceptable	Unacceptable
Data	**20-25** Plots data points accurately on graph provided.	**11-20** Plots data points on graph with 3 or less errors.	**0-10** A graph with data points is not available.
Class Analysis	**20-25** Analysis of whole class was conducted, demonstrating excellent knowledge of what is being learned, what the class seems to be emerging, developing, or proficient in as learners.	**11-19** Analysis of whole class was conducted, generally indicating what the class knows and where they are in the learning process.	**0-10** Analysis was not conducted or is very simple and vague. Description is not relevant or applicable to class and their performance.
Student Analysis	**20-25** Analysis of individual students were conducted, demonstrating excellent knowledge of what the student knows, is able to do, and needs to be able	**11-19** Analysis of individual students were conducted, demonstrating general knowledge of what the student knows, is able to do, and needs to be able to do.	**0-10** Analysis was not conducted or is very simple and vague. Description is not relevant or applicable to each students performance.

	to do.		
Feedback	**20-25** Feedback is descriptive, highlighting specific skills/concepts the student knows and is able to do.	**11-19** Feedback is positive and includes a brief description of what the student knows or is able to do	**0-10** Feedback is vague, lacking specific or major details that describe what student is able to do.
Teacher Analysis	**20-25** Analysis of teacher performance and effectiveness was conducted, elaborating on specific skills/concepts	**11-19** Analysis of teacher performance and effectiveness was conducted, providing general description of skills and concepts taught	**0-10** Analysis was not conducted or is very simple and vague. Description is not relevant or applicable to teacher performance.
Next Steps for Instruction	**20-25** Provides a clear description of next steps for instruction, which includes a specific skill or concept to be taught.	**11-19** General description of next steps for instruction is provided. Slight error or vagueness in identifying skill or concept.	**0-10** Next steps for instruction are missing or severely inaccurate, not relevant or applicable to student or grade level.

UBD PLAN + ASSESSMENT SERIES

DUE: Week 4, Week 6, Week 7, Week 10

POINTS: 300

PURPOSE: The UbD unit development plan is a framework to design a curriculum unit plan that spans across one quarter (10 weeks). In the unit plan, you will align the Common Core Standards with assessments that you select and design, including identifying learning activities (lessons) that you will use to develop student learning, understanding, and performance of the Common Core Standards

PROCEDURE:
1. **UBD Stage 1 Identification of Results**: Select a content area and grade level. Carefully select the Common Core Standards you would cover over the course of 10 weeks (one quarter). Begin the backward design process by identifying the (a) Big Ideas and (b) Essential Questions that will drive the rest of the unit development plan. Use the UbD stage 1-Identification of Desired Results guidelines, pg. 328 of Wiggins & McTighe textbook.

2. **UBD Stage 2 Determination of Evidence:** Take the Big Ideas and Essential Questions you developed for Stage 1 and think about how you will assess student' learning and understanding. Use the Stage 2-Determine Acceptable Evidence guidelines, pg. 329-330 of Wiggins & McTighe textbook.

3. **UBD Stage 3 Plan for Curriculum and Instruction**: The final stage focuses on planning the actual classroom activities and instruction that will achieve the goals you defined in Stages 1 and 2. Use the Stage 3-Plan Learning Experiences guidelines, pg. 331-332 of Wiggins & McTighe textbook.

4. **Assessment Series:** Design four assessments that align to one of the Common Core Standards you selected in your UBD Stage 1 plan.
   a. **Pre/Post Assessment**
   b. **Selected/Written response**
   c. **Performance assessment**
   d. **Personal communication assessment**
   e. *Attach a rubric, a scoring guide, or a checklist that shows a clear understanding of what a successful performance should look like. Review pg. 142-151 of McTighe workbook for a variety of ways to collect evidence of student understanding. You can also self-assess your assessment using the Design Checklist- Pg. 207, McTighe workbook.*

SCORING RUBRIC FOR UBD PLAN + ASSESSMENT SERIES

RUBRIC	Excellent	Acceptable	Unacceptable
Stage 1 Enduring Understandings	Understandings represent big ideas and/or important understandings that have value beyond the classroom. Understandings represent specific concepts and are broad enough to offer opportunities for authentic learning and deeper inquiry.	Understandings represent big ideas and/or important understandings. Understandings represent specific concepts.	Understandings do not represent big ideas and/or important understandings. Understandings do not represent specific concepts. Too vague or incomplete.
Stage 1 Essential Questions	The questions provide a doorway to student discussion, inquiry, and research. Rather important questions are raised without having one obvious answer. Questions are in student friendly language appropriate for students and grade level.	The questions provide a doorway to student discussion. Questions are in student friendly language appropriate for students and grade level.	Questions have one obvious answer (closed questioning). The questions do not provide a doorway to student discussion. Questions are not in student friendly language appropriate for students and grade level.
Stage 1 Knowledge and Skills	Clearly articulates what knowledge students will know and be able to do. The standards have been clearly unpacked. The knowledge and skills support rigorous content.	Identifies what knowledge students will know and be able to do. The standards have attempted to be unpacked by identifying the knowledge and skills relating to content.	Does not identify what knowledge students will know and be able to do. The standards have not been unpacked, indicating severe errors or inaccuracies to identify the knowledge and skills relating to content.
Stage 2 Assessment Evidence	The assessments will accurately measure the understandings and/or essential questions. The number of assessments is more	The assessments measure some of the understandings, missing 3 or less concepts. The number of assessments is adequate to provide	The assessments do not measure the understandings (unaligned), indicating the assessor's lack of content knowledge.

	than adequate to provide students multiple opportunities to demonstrate mastery of learning goals. A variety of assessment types or options are provided. The language of any rubric is clearly understandable to students and teachers of the grade. The rubric accurately measures what will be evaluated. Varied and frequent forms of formative assessments to monitor student progress are provided.	students multiple opportunities to demonstrate mastery of learning goals. A variety of assessment types or options are provided. The language of any rubric is understandable and acceptable with some minor improvements for the benefit of students and teachers. The rubric measures what will be evaluated. Varied and frequent forms of formative assessments to monitor student progress are provided.	The number of assessments is not sufficient to provide students multiple opportunities to demonstrate mastery of learning goals. A variety of assessment types or options are lacking. The language of any rubric is determined as vague or confusing to students or other teachers who would use the grading rubric. The rubric does not measure what will be evaluated and monitoring student progress cannot be determined.
Stage 3 Learning Plan	The learning plan activities are clearly described and listed in sequential order. The activities will hook and engage students in the content. The learning plan is clearly linked to the understandings and assessments. Students will have multiple opportunities to demonstrate their understandings. There are a sufficient number of learning activities to support and prepare students for the assessments.	The learning plan activities are clear and listed in sequential order. The activities will hook and engage students in the content. The learning plan is linked to the understandings and assessments. Students will have opportunities to demonstrate their understandings. The Learning activities support and prepare students for the assessments.	The learning plan activities are unclear, out of sequence, or absent. The activities do not seem to hook or engage students in the content, based on grade level. The learning plan is not linked to the understandings and/or assessments. Students will have limited opportunities to demonstrate their understandings. The Learning activities do not support or prepare students for the assessments.

FINAL EXAM

DUE: Week 9

POINTS: 150

PURPOSE: The purpose of the final exam is to provide students multiple opportunities to practice examining student work and providing an analysis of student and teacher performance, including next steps for instruction. The final exam is very similar to the Analysis of Student Performance Activity. Use the feedback from the activity to make adjustments and improve your performance on this final exam.

PROCEDURE:
1. Examine the work of students.
2. Plot their data points (scores) using the graph provided.
3. Provide an analysis of the overall class performance.
4. Provide an analysis of each student's performance.
5. Provide feedback to each student.
6. Provide an analysis of the teacher's performance
7. Next steps for instruction.

SCORING RUBRIC FOR FINAL EXAM

RUBRIC	Excellent	Acceptable	Unacceptable
Data	**20-25** Plots data points accurately on graph provided.	**11-20** Plots data points on graph with 3 or less errors.	**0-10** A graph with data points is not available.
Class Analysis	**20-25** Analysis of whole class was conducted, demonstrating excellent knowledge of what is being learned, what the class seems to be emerging, developing, or proficient in as learners.	**11-19** Analysis of whole class was conducted, generally indicating what the class knows and where they are in the learning process.	**0-10** Analysis was not conducted or is very simple and vague. Description is not relevant or applicable to class and their performance.
Student Analysis	**20-25** Analysis of individual students were conducted, demonstrating excellent knowledge of what the student	**11-19** Analysis of individual students were conducted, demonstrating general knowledge of what the student knows, is	**0-10** Analysis was not conducted or is very simple and vague. Description is not relevant or applicable to each students

	knows, is able to do, and needs to be able to do.	able to do, and needs to be able to do.	performance.
Feedback	**20-25** Feedback is descriptive, highlighting specific skills/concepts the student knows and is able to do.	**11-19** Feedback is positive and includes a brief description of what the student knows or is able to do	**0-10** Feedback is vague, lacking specific or major details that describe what student is able to do.
Teacher Analysis	**20-25** Analysis of teacher performance and effectiveness was conducted, elaborating on specific skills/concepts	**11-19** Analysis of teacher performance and effectiveness was conducted, providing general description of skills and concepts taught	**0-10** Analysis was not conducted or is very simple and vague. Description is not relevant or applicable to teacher performance.
Next Steps for Instruction	**20-25** Provides a clear description of next steps for instruction, which includes a specific skill or concept to be taught.	**11-19** General description of next steps for instruction is provided. Slight error or vagueness in identifying skill or concept.	**0-10** Next steps for instruction are missing or severely inaccurate, not relevant or applicable to student or grade level.