

# Assessing Student Learning

	Beginning	Emerging	Applying	Integrating	Innovating
<b>Establishing and communicating learning goals for all students</b>	Uses available textbooks, resources, and curriculum guidelines to develop learning goals.	Identifies learning goals for lessons utilizing student content standards. Goals are communicated to students without revision.	Articulates goals based on student content standards. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, reviews, and revises learning goals with students and families on an ongoing basis.
<b>Collecting and using multiple sources of information to assess student learning</b>	Uses one or two sources of information to assess student learning and monitor student progress.	Uses several assessments to monitor student progress.	Develops strategies to use assessment tools for monitoring student progress and informing instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short- and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.
<b>Involving and guiding all students in assessing their own learning</b>	Checks and monitors work in progress. Communicates student progress through school mandated procedures.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in correcting work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self-assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in self- and peer assessment and in monitoring their progress and goals over time.

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<b>Using the results of assessments to guide instruction</b>	Administers required assessments. Recognizes student confusion and re-teaches material primarily using the same technique.	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad-based checking for understanding in instruction and is able to modify and redesign lessons as needed.
<b>Communicating with students, families, and other audiences about student progress</b>	Provides students and families with information about their progress through school mandated procedures.	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as needed.	Provides students with information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and support personnel.	Involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.

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