

ASSESSMENT		ANALYZING STUDENT WORK	
E6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Features of the identified standards/objectives are not well-reflected in the criteria/rubric. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Student work samples do not support the conclusions in the analysis. 	<ul style="list-style-type: none"> Criteria/rubric are well-defined and reflect features of the standards/objectives. The criteria/rubric and analysis focus on listing what students did right or wrong in relationship to identified standards/objectives. The analysis is supported by work samples. The analysis of whole class performance describes some differences in levels of student learning for the content assessed. 	<ul style="list-style-type: none"> Criteria/rubric are well-defined and represent essential features of the standards/objectives. The criteria/rubric focus on patterns of student errors, skills, and understandings in relation to standards and learning objectives. The analysis uses these patterns to understand student thinking. The analysis is supported by work samples. Specific patterns are identified for individuals or subgroup(s) in addition to the whole class. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> The candidate is able to see areas of strength in a predominantly weak sample and/or areas for improvement in a predominantly strong sample.

ASSESSMENT

USING ASSESSMENT TO INFORM INSTRUCTION

E7: How does the candidate use conclusions about what students know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Next steps are not relevant to the standards/learning objectives assessed. <li style="text-align: center;">OR • Next steps are vaguely related to improving student performance related to the identified standards/learning objectives or use the same, unmodified strategies. <li style="text-align: center;">OR • Next steps are not described in sufficient detail to understand them. 	<ul style="list-style-type: none"> • Next steps follow from the analysis and are related to the standards/learning objectives. • Next steps focus on improving student performance through new or slightly modified strategies for general support that addresses some identified student needs. • Next steps described in sufficient detail to understand them. 	<ul style="list-style-type: none"> • Next steps follow from an accurate analysis of student learning and aim at improving student understanding of important features of the standards/learning objectives. • Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified-needs. • Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.

ASSESSMENT

USING FEEDBACK TO GUIDE FURTHER LEARNING

E8: How does the candidate provide students feedback to guide their further learning?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Feedback focuses solely on errors with no elaboration or is vague. • Opportunities for applying feedback are not described. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The feedback contains significant inaccuracies. 	<ul style="list-style-type: none"> • Timely feedback accurately identifies what was done well and areas for improvement related to specific learning objectives. • Students have opportunities to correct their errors. 	<ul style="list-style-type: none"> • Specific, timely, and accurate feedback helps the student understand what s/he has done well, and gives suggestions to guide improvement. The feedback addresses metacognitive strategies for improving the work. • Students have opportunities to apply the feedback. 	<ul style="list-style-type: none"> • Specific, timely, and accurate feedback helps the student understand what s/he has done well, and gives suggestions to guide improvement. The feedback addresses metacognitive strategies for improving the work and encourages student self-analysis in relation to standards and learning objectives. • Students have opportunities to apply the feedback and evaluate their own work.