

<b>ASSESSMENT</b>		<b>ANALYZING STUDENT WORK</b>	
<b>EM6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<ul style="list-style-type: none"> <li>• Features of the identified <b>standards/objectives are not well-reflected</b> in the criteria/rubric. OR</li> <li>• Student <b>work samples do not support the conclusions</b> in the analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria/rubric are <b>well-defined</b> and <b>reflect features</b> of the standards/objectives.</li> <li>• The criteria/rubric and analysis <b>focus on listing what students did right or wrong</b> in relationship to identified standards/objectives.</li> <li>• The analysis is <b>supported by</b> work samples. The analysis of whole class performance describes <b>some differences in levels</b> of student learning for the content assessed.</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria/rubric are well-defined and <b>represent essential features</b> of the standards/objectives.</li> <li>• The criteria/rubric <b>focus on patterns of student errors, skills, and understandings</b> in relation to standards and learning objectives. The analysis <b>uses these patterns to understand student thinking</b>.</li> <li>• The analysis is supported by work samples. Specific patterns are identified for <b>individuals or subgroup(s)</b> in addition to the whole class.</li> </ul>	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <li>• The candidate is able to <b>see areas of strength in a predominantly weak sample and/or areas for improvement in a predominantly strong sample</b>.</li> </ul>

**ASSESSMENT**

**USING ASSESSMENT TO INFORM INSTRUCTION**

**EM7: 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"> <li>• Next steps are <b>not relevant to the standards/learning objectives</b> assessed.</li> <li style="text-align: center;">OR</li> <li>• Next steps are <b>vaguely related to improving student performance</b> related to the identified standards/learning objectives or <b>use the same, unmodified strategies</b>.</li> <li style="text-align: center;">OR</li> <li>• Next steps are <b>not described in sufficient detail</b> to understand them.</li> </ul>	<ul style="list-style-type: none"> <li>• Next steps <b>follow from the analysis</b> and are <b>related to the standards/learning objectives</b>.</li> <li>• Next steps focus on improving student performance through <b>new or slightly modified strategies for general support that addresses some identified student needs</b>.</li> <li>• Next steps <b>described in sufficient detail</b> to understand them.</li> </ul>	<ul style="list-style-type: none"> <li>• Next steps follow from an <b>accurate analysis</b> of student learning and <b>aim at improving student understanding of important features</b> of the standards/learning objectives.</li> <li>• Next steps focus on improving student performance through <b>targeted support</b> to individuals and groups to address specific <b>identified-needs</b>.</li> <li>• Next steps are <b>based on whole class patterns</b> of performance and <b>some patterns for individuals and/or subgroups</b> and are described in sufficient detail to understand them.</li> </ul>	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <li>• Next steps demonstrate a <b>strong understanding</b> of both the identified <b>content and language standards/objectives</b> and of <b>individual students and/or subgroups</b>.</li> </ul>

**ASSESSMENT**

**USING FEEDBACK TO GUIDE FURTHER LEARNING**

**EM8: 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"> <li>• Feedback <b>focuses solely on errors</b> with no elaboration or is <b>vague</b>.</li> <li>• <b>Opportunities for applying</b> feedback are <b>not described</b>.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• The feedback <b>contains significant inaccuracies</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Timely</b> feedback accurately <b>identifies what was done well and areas for improvement</b> related to specific learning objectives.</li> <li>• Students have <b>opportunities to correct their errors</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Specific</b>, timely, and accurate <b>feedback helps the student understand what s/he has done well</b>, and gives <b>suggestions to guide improvement</b>. The feedback <b>addresses metacognitive strategies</b> for improving the work.</li> <li>• Students have <b>opportunities to apply the feedback</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 <b>encourages student self-analysis</b> in relation to standards and learning objectives.</li> <li>• Students have opportunities to apply the feedback and <b>evaluate their own work</b>.</li> </ul>