

CPEMS RATING GUIDE

Assessment

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The school does not have a formal process to assess whole-school and individual student progress in achieving the school's learning expectations
- Teachers do not regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work
- Teachers do not regularly use formative assessments to adapt instruction and improve student learning

A rating of **LIMITED** is appropriate if the school has a formal process to assess whole-school and individual student progress in achieving the school's learning expectations; teachers regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work; and teachers regularly use formative assessments, but does not yet regularly:

- Communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed prior to each unit of study
- Use formative assessments to inform and adapt their instruction for the purpose of improving student learning
- Review and revise grading and reporting practices to ensure alignment with the school's core values and beliefs about learning

A rating of **ACCEPTABLE** is appropriate if the school has a formal process to assess whole-school and individual student progress in achieving the school's learning expectations, and teachers regularly provide: specific, timely, and corrective feedback to ensure students revise and improve their work, formative assessments to inform and adapt their instruction for the purpose of improving student learning, communication to students, prior to each unit of study, the school's applicable learning expectations and related unit-specific learning goals to be assessed, and:

- Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning
- Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement
- Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including most of the following:
 - student work
 - common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending and receiving schools
 - parent/guardian input
 - other survey data
- The school's professional staff communicates:
 - individual student progress in achieving the school's learning expectations to students and their families
 - the school's progress in achieving the school's learning expectations to the school community

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:

- Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments
- In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments