Standard V
Assessing student learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families and support personnel in ways that improve understanding and encourage other academic progress.

Element	Unsatisfactory	Needs Improvement	Meets or Exceeds Standards
Element 1 Establishing and communicating learning goals for all students.	X Does not use adopted curriculum materials to establish learning goals for all students. X Students are unaware of learning goals. X Does not use grading system that reflects goals for student learning. X Does not work with other educators to establish and revise learning goals and assessment tools.	X Inconsistently uses adopted materials to establish learning goals for students. X Some students are aware of learning goals. X May use grading system that may reflect goals for students= learning. X Minimally works with other educators to establish and revise learning goals and assessment tools.	X Uses subject matter standards from district, state and/or other courses to guide establishment of learning goals for all students that reflect the key subject matter concepts, skills and applications. X Reviews and revises learning goals with student as appropriate. X Ensures that grading system reflects goals for students= learning. X Works with other educators to establish and revise learning goals and assessment tools that promote student learning.
Element 2 Collecting and using multiple sources of information to assess student learning.	X Rarely assesses student learning. X Bases student evaluation on inadequate sources of information.	X Inconsistently assesses student learning using tools that match instructional goals. X Bases some student evaluation on multiple sources of information.	X Assesses student learning using tools that match instructional goals. X Bases student evaluation on multiple sources of information.
Element 3 Involving and guiding all students in assessing their own learning.	X Neglects to make assessment integral to the learning process. X Does not help students reflect upon, assess and communicate with others about their learning. X Does not help students use assessment to monitor their own learning goals.	X Inconsistently makes assessment integral to the learning process. X Minimally helps students reflect upon, assess and communicate with others about their learning. X Inconsistently helps students to use assessment to monitor their own learning goals.	X Makes assessment integral to the learning process. X Helps students reflect upon, assess and communicate with others about their learning. X Helps all students to use assessment to monitor their own learning goals.
Element 4 Using the results of assessments to guide instruction.	X Does not use informal assessment of student learning to adjust instruction while teaching. X Does not use assessment data to plan, re-teach or adjust to students= individual needs.	X Minimally uses informal assessments of student learning to adjust instruction while teaching. X Occasionally uses assessment data to plan effective ways of teaching subject matter concepts and skills. X Occasionally uses assessment information to determine when and how to revisit content. X Occasionally uses assessment data to meet students= individual needs.	X Uses informal assessments of student learning to adjust instruction while teaching. X Uses assessment data to plan more effective ways of teaching subject matter concepts and skills. X Uses assessment information to determine when and how to revisit content. X Uses assessment data to meet students= individual needs.
Element 5 Communicating with students, families and other audiences about student progress.	X Does not provide students with feedback. X Does not communicate learning goals and information about student progress to students, families and other audiences.	X Inconsistently provides students with timely feedback. X Little evidence of communicating learning goals and information about student progress to students, families and other audiences.	X Provides all students with timely feedback as they engage in learning activities. X Communicates learning goals and information about student progress to students, families and other audiences.