



Principals' Training Center

quality training for international educators

ASSESSMENT PRACTICES RUBRIC

SUPPORT LEARNING FOR FEW STUDENTS	SUPPORT LEARNING FOR SOME STUDENTS	SUPPORT LEARNING FOR MOST STUDENTS
COLLECTING EVIDENCE OF LEARNING		
<ol style="list-style-type: none"> 1. The majority of assessments are a poor match for the learning being assessed. 2. There is rarely reference to specific intended learning on chunk assessment tasks. 3. Written tests are the norm even for learnings which are not readily assessed this way. 4. Assessment tasks are rarely differentiated. 5. Assessments tasks are misaligned with what was taught in the classroom. 6. Common assessments are non-existent. 7. Assessment takes are often design only after a unit has been taught. 8. Pre-assessment is non-existent. 9. There is little or no ongoing-assessment 	<ol style="list-style-type: none"> 1. There is a general sense that assessment should align with learning but the practice is random. 2. While not a required practice, most teachers list the learning standards to be assessed on each 'chunk' assessment. 3. Assessments may occasionally assess learning that was not taught... 4. There is a wide range of assessment in use, but more for the sake of variety than alignment. 5. Differentiated tasks are evident in some classrooms. 6. Some grade level teams and departments are using common assessments, but there are few guidelines. 7. Contextual tasks are in use only sparingly. 8. Pre-assessment is administered only very occasionally – no policy requires it. 9. On-going assessment is in place by some teachers, but the deeper understanding that it is an enabler for learning is not widespread and use of results to modify teaching is occasional, but not monitored policy. 	<ol style="list-style-type: none"> 1. All assessments are aligned with the intended learning (standards/benchmarks). 2. Tasks routinely collect evidence of the most important learning. 3. Assessments tasks are routinely designed ahead of teaching. 4. Many tasks assess 'in context'. 5. Curriculum documents include a full repertoire of on-going assessment tasks for teacher to select from. 6. All 'chunk' assessments are clearly tagged with the intended learning, drawn from the school wide set of intended learning (standards/benchmarks). 7. Assessment tasks are regularly differentiated. 8. There is a clear 'map' of common assessment tasks. 9. Pre-assessment is routine. 10. Teachers use on-going assessment strategies routinely and use the results to modify teaching; policy is in place and monitored that commits all to routine use.

FEEDBACK TO LEARNERS

<ol style="list-style-type: none"> 1. There are no protocols guiding the timing, type of required use of feedback. 2. Assessment is viewed largely as a way to audit learning, not as an improvement process. 3. Grades are viewed as adequate feedback for most learning. 4. School structures are rigid and may be an obstacle to students being able to act on feedback. 	<ol style="list-style-type: none"> 1. The role of feedback is understood by some. 2. Some protocols are in place to guide its use. 3. A suggested time frame for the return of work may be in place. 4. Some teachers may be recording anecdotal evidence from their informal feedback. 5. There may be a list of suggested ways of offering feedback. 6. Grades are often a preferred form of feedback, with other forms used at teacher discretion. 7. School structures are moderately flexible to allow for students to act on feedback 	<ol style="list-style-type: none"> 1. There are clear protocols guiding the timing and type of required feedback. 2. Clear guidelines for the return of work are in place. 3. Teachers fully understand that learning cannot happen without feedback. 4. Learners are consistently given feedback they can act on and are permitted by policy to do so WITHOUT PENALTY. 5. Feedback is at the center of the discussions about improving assessment. 6. School structures are designed to ensure that students are able to act on feedback.
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SUPPORT LEARNING FOR FEW STUDENTS	SUPPORT LEARNING FOR SOME STUDENTS	SUPPORT LEARNING FOR MOST STUDENTS
EVALUATING EVIDENCE		
<ol style="list-style-type: none"> 1. Learners typically are unaware of learning expectations. 2. Learners are heavily reliant on teachers to know if and to what extent they are learning. 3. Teachers use their own criteria to determine 'grades'. 4. Grade averaging and the use of zeros are widespread. 5. Although there is a school-wide grading scheme, there is no common understanding of what each grade represents 6. Only academic, easy to assess learning is evaluated. 7. 'No second chances' is the predominant theme. 8. 'Penalty' is a strong part of the assessment ethos. 	<ol style="list-style-type: none"> 1. Many teachers use criteria and rubrics, but there are no school wide guidelines. 2. Self-assessment is occasionally a feature on tasks. 3. Exemplars are in use but there is disagreement about whether they stifle creativity. 4. Department and grade level teams have established some guidelines for what grades mean. 5. Individual teachers may give learners 'second chances' but there are no guidelines, 6. Many learners would say that teachers are pretty much in charge of the evaluation process. 7. Most of the learning evaluated is based in the curricular standards. 8. Learners occasionally have second opportunities to show their learning, but it is not routine. 9. There is a sense that learning is less successful in a culture of penalty, but practice is random. 	<ol style="list-style-type: none"> 1. Learners are fully aware of what is expected of them. 2. Learners are full participants in the evaluation process. 3. Exemplars, rubrics and criteria are in routine use and given to students ahead of teaching. 4. There are shared rubrics for trans disciplinary outcomes. 5. There are clear guidelines on what is meant by each 'grade' and continual examination of work products and processes to refresh understanding. 6. There is no grade averaging or use of zeros in grading. 7. There is as much emphasis student dispositions as on academic learning. 8. Self-assessment is a standard, required feature for all assessment. 9. Evaluation is ALWAYS criteria-based – comparing learning to the curricular standards. 10. Learners routinely, by policy, have second and third opportunities to show evidence of their learning WITHOUT PENALTY.

RECORDING EVIDENCE

<ol style="list-style-type: none"> 1. There is no systematic process for recording evidence of learning. Teachers feel they need to generate grades just to have something to report 2. Records are kept according to types of tasks rather than types of learning. 3. Records are often sparse. 4. Records are often just mechanical. 5. Assignments are often considered full assessments 	<ol style="list-style-type: none"> 1. Grade levels/departments have agreed on similar ways to record learning. 2. Many teachers may keep anecdotal records. 3. Teacher may still be struggling with how much to record. 4. Teachers are recording evidence of learning primarily by task type, not specific learning. 5. Records of dispositions and big understandings are sparse but attempted. 	<ol style="list-style-type: none"> 1. There is a full, systematic, shared process for recording evidence of learning. 2. Teachers record only the evidence which fully supports progress. 3. Records are kept according to learning standards. 4. There are a variety of forms of record keeping addressing the four types of learning. 5. There is a clear distinction between work that is strong evidence of learning and work that is practice.
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COMMUNICATING EVIDENCE

<ol style="list-style-type: none"> 1. Results of learning are given on single subjects. 2. Reports are frequently made when it is too late to make adjustments 3. Results of assessment are commonly misused. 4. Learning results are typically not used to adjust teaching, 	<ol style="list-style-type: none"> 1. Traditional reporting processes are in place (Fixed report time, progress reports, parent conferences.) 2. Set report times, rather than learner needs, drive the reporting practice. 3. Most reporting processes are aimed at parents, possibly next schools. 	<ol style="list-style-type: none"> 1. All forms of reporting are based on specific learning. 2. Learning results are communicated when there is still time to act on them. 3. Learning results are consistently used to modify teaching. 4. All reports are 'action' oriented, suggesting next steps for learners and teachers.
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