

## NINE – Tracking and Communicating Achievement of Outcomes/Individual Goals

Excellent Learning Environment
← Proficient
Developing
→ Limited Learning Environment

### TEACHER

<b>Formative &amp; Summative Assessment</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully communicate with students and parents the purpose of formative and summative assessment and their role in meeting outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>I communicate with students and parents the purpose of formative and summative assessments and their role in meeting outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes communicate with students and parents the purpose of formative and summative assessments and their role in meeting outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely communicate with students and parents the purpose of formative and summative assessments and their role in meeting outcomes/individual learning goals.</li> </ul>
<b>Pre and Post Assessment</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully use pre and post-assessment to determine the growth.</li> </ul>	<ul style="list-style-type: none"> <li>I use pre and post-assessment to determine the growth.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes use pre and post-assessment to determine the growth.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely assess student growth.</li> </ul>
<b>Variety of Assessment Tools</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully use a variety of assessment tools (<i>rubrics, test questions, performance tasks, oral, written, etc.</i>).</li> </ul>	<ul style="list-style-type: none"> <li>I use a variety of assessment tools (<i>rubrics, test questions, performance tasks, oral, written, etc.</i>).</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes use a variety of assessment tools (<i>rubrics, test questions, performance tasks, oral, written, etc.</i>).</li> </ul>	<ul style="list-style-type: none"> <li>I rarely use a variety of assessment tools (<i>rubrics, test questions, performance tasks, oral, written, etc.</i>).</li> </ul>
<b>Tracking Progress</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully separate formative and summative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>I separate formative and summative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes separate formative and summative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely separate formative and summative assessment data.</li> </ul>
	<ul style="list-style-type: none"> <li>I regularly and purposefully consider a variety of meaningful data (<i>formative &amp; summative assessments, diagnostic tests, etc.</i>) when tracking student progress.</li> </ul>	<ul style="list-style-type: none"> <li>I consider a variety of meaningful data (<i>formative &amp; summative assessments, diagnostic tests, etc.</i>) when tracking student progress.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes consider a variety of data (<i>formative &amp; summative assessments, diagnostic tests, etc.</i>) when tracking student progress.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely consider a variety of data (<i>formative &amp; summative assessments, diagnostic tests, etc.</i>) when tracking student progress.</li> </ul>
	<ul style="list-style-type: none"> <li>I regularly and purposefully separate achievement and effort indicators.</li> </ul>	<ul style="list-style-type: none"> <li>I separate achievement and effort indicators.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes separate achievement and effort indicators.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely separate achievement and effort indicators.</li> </ul>
<b>STUDENT</b>				
<b>Self Assessment and Goal Setting</b>	<ul style="list-style-type: none"> <li>Students regularly practice purposeful reflection and self assessment in relation to their learning, (what they know, what they</li> </ul>	<ul style="list-style-type: none"> <li>Students practice reflection and self assessment in relation to their learning, (what they know, what they don't know, and</li> </ul>	<ul style="list-style-type: none"> <li>Students sometimes practice reflection and self assessment in relation to their learning, (what they know, what they don't know, and</li> </ul>	<ul style="list-style-type: none"> <li>Reflection and self assessment are not evident.</li> </ul>

	<p>don't know, and what they need to do next.)</p> <ul style="list-style-type: none"> <li>● Students regularly articulate what they need to do to achieve excellence and then devise a purposeful plan to attain it.</li> </ul>	<p>what they need to do next.)</p> <ul style="list-style-type: none"> <li>● Students articulate what they need to do to achieve excellence and are able to devise a plan to attain it.</li> </ul>	<p>what they need to do next.)</p> <ul style="list-style-type: none"> <li>● Students sometimes articulate what they need to do to achieve excellence but may have little understanding of how to attain it.</li> </ul>	<ul style="list-style-type: none"> <li>● Students rarely articulate what they need to do to achieve excellence and have little or no understanding of how to attain it.</li> </ul>
<b>Student Input</b>	<ul style="list-style-type: none"> <li>● Students have regular and purposeful input in determining how to demonstrate achievement of outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Students have input in determining how to demonstrate achievement of outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Students sometimes have input in determining how to demonstrate achievement of outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Students rarely have input in determining how to demonstrate achievement of outcome(s)/individual learning goals.</li> </ul>
<b>Student Tracking of Progress</b>	<ul style="list-style-type: none"> <li>● When possible students regularly and purposefully track their own progress in relation to the learning outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● When possible students track their own progress in relation to the learning outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● When possible students sometimes track their own progress in relation to the learning outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Students rarely track their own progress in relation to the learning outcome(s)/individual learning goals.</li> </ul>