GREAT
SCHOOLS
PARTNERSHIP

	Criteria	Weaker Systems	Stronger Systems
System Design	Are standards and scoring criteria **clear to students and teachers**?	System of standards is not clearly framed and articulated for both teachers and students. Teachers must independently determine standards and define the quality of work necessary to demonstrate proficiency. Students are unclear about how to use standards and scoring criteria to manage their own learning.	Standards and scoring criteria are clearly articulated and accessible to all. Teachers share common practices of how to utilize standards and scoring criteria for assessment and instruction. Students demonstrate understanding of what is expected in their learning and the work they produce.
	Is the practice of collecting, analyzing and responding to formative assessment data **systematic and embedded in the planning of instruction** and daily lessons?	Use of formative assessment data is inconsistent, with a wide spectrum of practice from classroom to classroom. Expectations regarding the use of data are unclear or unstated. Teachers respond to data without coaching, structures, or collaboration.	Structures support routine collection, use and responsiveness to data by all teachers. (Ex: teaching teams, common planning time, department meetings, etc.) Teachers respond to data quickly (immediately or in subsequent lessons) to make adjustments to student learning experiences. Planning documents, data management systems, and professional development time specifically account for the collection of and response to formative and summative data.

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Assessment Design	Are the formative assessments **aligned** with the performance indicators?	Learning targets developed from the Performance Indicators are not formatively assessed. Assessments are based on activities instead of on learning targets.	Performance Indicators are unpacked into learning targets. All learning targets are formatively assessed throughout instruction.
	Will the formative assessment **provide precise information** about what students do and don't understand?	All assessments focus on the lower levels of the thinking taxonomy. Assessments yield data but little insight into gaps in understanding or knowledge.	Formative assessments elicit information beyond a correct answer Assessments reveal student understandings and misconceptions.
	Is clear **feedback provided** to students and do they have opportunities to **act upon** that feedback?	Students only receive feedback when they receive a grade or final evaluation. Feedback is used to justify a grade or score.	Students know how to use feedback to improve performance. Students receive actionable feedback directly aligned to the learning targets and use it to improve performance.
Instructional Design	Are the **instructional activities aligned to the learning targets?**	Instructional activities are not carefully aligned to learning targets.	Instructional activities support student understanding of learning targets, where they are in relation to the targets and how they can make progress toward targets.
	Do teachers quickly **adjust instruction** based on formative data?	Teachers collect data but do not use it to adjust student learning experiences.	Teachers adjust their instructional plans in response to the results of formative assessments.
	Do **students use formative assessment data** to self-assess and set goals?	Data is collected and used only by teachers. Students may self-assess or set goals, but those are not incorporated into learning experiences.	Students use feedback data to reflect on their progress and set goals. Students use feedback to adjust their performance throughout the instructional process.

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