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| **Designing and Rationalizing an Assessment Plan**  **( /18)** | **Beginning** | **Progressing** | **Meeting** | **Established** |
| ***I Can Statements***  *(2)* | I can statements are difficult for students to interpret.  I can statements are not clearly linked to the indicators. | I can statements are difficult for students to interpret.  I can statements are not clearly linked to the indicators. | I can statements are written in a coherent, concise, detailed, and student-friendly language.  I can statements are linked to the indicators. | All I can statements are **consistently** written in a coherent, concise, detailed, and student-friendly language.  I can statements are directly linked to the indicators. |
| ***Tools –Variety***  *(4)*  *Are a wide variety of assessment tools used to measure achievement and hold engagement of students?* | Tools are alike; no evidence of diagnostic assessment. | Fewer than three types of assessment tools are utilized. | A variety of tools are used throughout the plan for formative/summative assessment. For/of/as assessment strategies have been considered. | A wide variety of tools are used throughout the plan for formative/summative assessment. For/of/as assessment strategies are evident in this plan. Options are evident for students. |
| ***Tools – Congruency***  *(4)*  *Does each tool measure progress towards or achievement of the specific outcome?* | Most tools used do not connect to the outcome they serve to assess. | Some tools are connected to the outcome; clarity is lacking. Refinement it necessary to be sure there is direct congruency. | Most tools are well connected to the outcome they serve to assess. | Every tool is directly connected to the outcome it serves to assess. |
| ***Tools – Efficiency***  *(2)*  *Is each tool easy to use by both the student and the teacher?* | Students may struggle to determine expectations of many of the assessment/tool.  Most tools are tedious to assess; not efficient | Some tools are well designed however several need further attention for clarity for students; and/or facilitator expectations are somewhat tedious. | Most tools are well designed:  -most students will be able to interpret expectations clearly  -facilitator will be able to easily respond/grade the completed product. | Each tool is efficiently designed:  -all students will be able to interpret expectations easily  -facilitator will be able to easily respond/grade the completed product with ease in a timely manner |
| ***Differentiation/***  ***Adaptations***  *(4)*  *Given the classroom configuration, does each tool work for the variety of learners you have?* | Adjustments are minimal. There is an attempt to meet the variety of learning needs in the class; more depth is required for student success. | Some tools will meet the variety of student learning needs in the classroom; further work is needed to support achievement for some students. | Differentiation of assessment tools is evident. The variety of student needs can be met. | Differentiation plan is solid given class configuration. All students are appropriately supported and challenged. |
| ***Purpose of the tools***  *(2)*  *Is the purpose of each tool clear? Can I defend why I choose to use this tool?* | Lacks a thorough explanation of the purpose of each tool. | Provides a minimal explanation to rationalize each tool choice. | Describes the purpose of each tool; directly connecting for/of/as. | Clearly describes the purpose of all tools; directly connecting for/of/as. |

**Comments:**