

**PLANNING: ASSESSMENT**

<b>5</b> <b>SIGNIFICANTLY ABOVE EXPECTATIONS</b>	<b>3</b> <b>AT EXPECTATIONS</b>	<b>1</b> <b>SIGNIFICANTLY BELOW</b>
<p><b>Assessment Plans:</b></p> <ul style="list-style-type: none"><li>• are aligned with state content standards;</li><li>• have clear measurement criteria;</li><li>• measure student performance in more than three ways (e.g., in the form of a project, experiment, pre-sentation, essay, short answer, or multiple-choice test);</li><li>• require extended written tasks;</li><li>• are portfolio-based with clear illustrations of student progress toward state content standards; and</li><li>• include descriptions of how assessment results will be used to inform future instruction.</li></ul>	<p><b>Assessment Plans:</b></p> <ul style="list-style-type: none"><li>• are aligned with state content standards;</li><li>• have measurement criteria;</li><li>• measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test);</li><li>• require written tasks; and</li><li>• include performance checks throughout the school year.</li></ul>	<p><b>Assessment Plans:</b></p> <ul style="list-style-type: none"><li>• are rarely aligned with state content standards;</li><li>• have ambiguous measurement criteria;</li><li>• measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); and</li><li>• include performance checks, although the purpose of these checks is not clear.</li></ul>