

Criterion Feedback – Criterion 1a

Criterion 1a	Score Point 1.00	Make sure the learning targets are clearly identified. Describe the data analysis you used to influence your choice of targets for all 3 students. Make sure the goals/standards are clearly identified. Consider a variety of ways students can show understanding of the learning targets. Explain how the evidence from the student work artifacts reflects student voice. Make sure you are showing a variety of challenging instructional strategies and accommodations and/or modifications so the students can meet their learning targets. As you write your response to this criterion, detail connections of targets, goals, and artifacts to the students and their understanding and learning.
----------------------------	--------------------------------	--

Criterion 1a	Score Point 1.50	Evidence shows an identification of learning targets connected to the data analysis and goals and standards, but the connection needs to be stronger. A greater focus needs to be on student understanding of the targets coming from student artifacts and showing student voice. Instructional strategies and accommodations and/or modifications need to reflect greater variety and provide more challenge to the 3 students to help them meet their learning targets. Connections among the targets, goals, and artifacts need to be described in more thorough detail. Make sure that throughout the response, detailed analysis is provided using appropriate artifacts.
----------------------------	--------------------------------	---

Criterion 1a	Score Point 2.00	Make sure there is a good connection among the learning targets, analysis of the data, and the goals and standards. Include a clear rationale for the chosen goals by analyzing the data. Consider finding stronger or more varied student artifacts to show that your students understood the learning targets; tell how the work samples show student voice. Detail your focus on each of the 3 students. Your description needs to cover instructional strategies and accommodations and/or modifications that are varied and challenging to help students meet the learning targets. Analysis for your responses needs to be more in-depth.
----------------------------	--------------------------------	---

Criterion 1a	Score Point 2.50	Make sure the connections among the learning targets, the data analysis, and the goals and standards are consistent. The student artifacts may be appropriate, but consider providing more detail as you make connections to show student understanding. Make sure that you provide evidence that shows your instructional strategies and accommodations and/or modifications to be varied and challenging for the students to meet their learning targets. Providing more detail for rationales and analysis throughout, might make the response stronger. Make sure that the student voice of the 3 students' is clearly analyzed through the choice of appropriate artifacts.
----------------------------	--------------------------------	--

Criterion Feedback – Criterion 1a

Criterion 1a	Score Point 3.00	Learning targets were appropriate for the students. Use of data analysis and connections to goals and standards clearly impacted the choice of learning targets. More challenging goals might make this section stronger. The evidence provided shows each of the students' understanding of the learning targets; the student artifacts are clearly connected to student voice. Choosing students that show more of a range of abilities might make this response stronger. Evidence reflected a variety of strategies to meet each of the 3 students' learning targets. Accommodations and/or modifications used were clearly explained. Students were challenged. A greater variety of strategies and/or accommodations and/or modifications might make the response stronger.
-----------------------------------	---------------------------------------	---

Criterion 1a	Score Point 3.50	Learning targets for the students were strong, and the use of data analysis was effectively connected to the choice of learning targets for each of the 3 students. The goals and standards were also closely connected to the choice of learning targets. The analysis of the artifacts, especially student artifacts, clearly reflects student voice and shows strong comprehension of the 3 students' understanding of the learning targets. A wide and effective variety of instructional strategies and accommodations and/or modifications challenged the 3 students to meet their learning targets.
-----------------------------------	---------------------------------------	--

Criterion 1a	Score Point 4.00	Identified learning targets were challenging and connected to the goals and standards, and evidence provided a thorough rationale for their choice based on the analysis of data for each of the 3 students. The student artifacts were relevant to each of the 3 students and reflect understanding of their learning targets. The evidence chosen showed a very strong use of a variety of both instructional strategies and modifications/ accommodations. The detailed evidence connecting the variety of instructional strategies and the learning targets showed consistency in challenging the 3 students to meet their learning targets.
-----------------------------------	---------------------------------------	--