

## Criterion Feedback – Criterion 1b

<b>Criterion</b>  <b>1b</b>	<b>Score Point</b>  <b>1.00</b>	Explain in detail the connection of learning targets to the selection/design of the assessments. Explain thoroughly how assessments impacted the students in their progress toward the learning targets. Consider multiple paths of assessment to provide a variety of data to measure student progress. Provide a detailed rationale for the various instructional decisions that were made based on the student work/self-assessments from each of the 3 students. Provide detailed analysis of student voice artifacts that clearly reflects an understanding of the 3 student's own progress. Consider the strategies the 3 students used to evaluate their own work and give a clear understanding of how self-assessment has a positive impact on their learning. Provide detailed evidence of teacher understanding of student progress through self-evaluation feedback. Use specific student evidence to support your analysis.
-----------------------------------	---------------------------------------	--

<b>Criterion</b>  <b>1b</b>	<b>Score Point</b>  <b>1.50</b>	There is evidence of learning targets, but there needs to be a strong rationale for the selection/design of the assessments. Focus on the types of assessments (multiple approaches providing a variety of data) to measure students' progress as opposed to specific individual assessments. Detail the instructional decisions you made based on student work/self-assessments from the 3 students. Analyze student voice artifacts to show how assessment results allow students to know their own progress. Detail the strategies the 3 students used to evaluate their own work. Using specific student evidence, provide an in-depth analysis of your understanding of student progress based on student self-evaluation feedback.
-----------------------------------	---------------------------------------	--

<b>Criterion</b>  <b>1b</b>	<b>Score Point</b>  <b>2.00</b>	Although the learning targets may be good ones, the assessments that you choose/design need to clearly match them in detail. There needs to be detailed evidence concerning the assignments/assessments chosen to measure learning progress and resulting data to know each student's progress toward the learning targets. Providing more evidence reflecting a wide variety of student work/self-assessments could strengthen the rationale for instructional decisions. Assessment results, which need to come from each of the 3 students, reflect more of the teacher's understanding of progress toward the learning targets rather than student understanding. Although the student work may provide some evidence of strategies to help students evaluate their work, there needs to be more evidence. More detail of analysis of student self-evaluation feedback might make this a stronger response.
-----------------------------------	---------------------------------------	---

## Criterion Feedback – Criterion 1b

<b>Criterion</b>  <b>1b</b>	<b>Score Point</b>  <b>2.50</b>	The learning targets' connection to assessment design might need to be made tighter, with more detail about the overall use of assignments/assessments to collect data and measure the students' learning progress. Providing more evidence to show the impact of student work/self-assessment on instructional decisions might strengthen the rationale. More emphasis might be placed on showing how the 3 students, through assessment, know their own learning progress. Provide appropriate student work evidence to support your conclusions. Evidence shows use of strategies to help students evaluate their own work, but these strategies may need to be more consistent and varied. The analysis of student self-evaluation feedback may be appropriate, but more detail might be needed to support the teacher's conclusions.
-----------------------------------	---------------------------------------	---

<b>Criterion</b>  <b>1b</b>	<b>Score Point</b>  <b>3.00</b>	Evidence shows a solid connection between assessment design and the learning targets; greater detail might have made the response stronger. Evidence clearly shows effective application of assignments/assessments to measure student progress toward the learning goals; more complex use of assignments/assessments might have made this a stronger response. The rationale for the instructional decisions and the connection to student work/self-assessments for each of the students are clearly detailed. The choice of assessments used to have students understand their own progress is appropriate; evidence shows an understanding through student voice. Evidence of appropriate strategies to evaluate their own work is clear; more use of student voice and less teacher evidence might have strengthened the response. There is strong analysis of student self-evaluation feedback.
-----------------------------------	---------------------------------------	--

<b>Criterion</b>  <b>1b</b>	<b>Score Point</b>  <b>3.50</b>	The connection between the learning targets and choice of assessment design is tight. Assignments/assessments are very effective and provide data that clearly measures student progress. Quality student work and self-assessment has provided a strong rationale for instructional decisions. Assessment results are consistently used to help the 3 students know their own progress towards the learning targets. Student work shows the use of a variety of strategies for students to use to evaluate their own work. There is strong evidence of the student voice of the 3 students as seen in the choice of appropriate artifacts. The analysis of the student self-evaluation feedback reflects strong support of the teacher's conclusions.
-----------------------------------	---------------------------------------	--

## Criterion Feedback – Criterion 1b

Criterion	Score Point	
1b	4.00	<p>Learning targets give thorough guidance to assessment design which is highly effective in leading students in their progress toward the targets. The quality of the assignments/assessments is very strong, and the data produced provides a rich measure of student progress. The rationale provides a very tight connection between the high quality student work and self-assessments and instructional decisions. The evidence provided reflects in-depth understanding of each of the 3 student’s own learning progress toward the targets and a very strong understanding of student voice and its connection to the use of assessment results. The 3 students work provides rich evidence of the use of strategies to evaluate their own work, reflecting very strong student voice. Evidence provides thorough analysis of the self-evaluation process by making connections between the self-evaluation feedback and the targets.</p>