

Criterion Feedback – Criterion 1g

Criterion 1g	Score Point 1.00	Identify strategies you use to inform, involve and collaborate with families about student progress. Show how these strategies are two-way. Explain how your strategies are used to address all three purposes: informing, involving and collaborating. Make sure you make the connection to student progress clear. Choose appropriate artifacts that demonstrate this two-way communication. Describe the members of your extended learning community and the various ways you collaborate. Provide specific detail. Describe how your collaboration helps to support and improve student learning in your classroom. Make sure you choose artifacts that help explain the variety and appropriateness of the connections between your collaboration and student learning.
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Criterion 1g	Score Point 1.50	More detailed identification and use of multiple and appropriate strategies to inform, involve and collaborate with families about students would make this a stronger response. More appropriate evidence of how these strategies reflect two-way communication is necessary. Choose appropriate artifacts that help demonstrate your two-way communication strategies. Provide more evidence as you identify multiple members of your extended learning community, the various ways you collaborate, and how your collaboration helps to support and improve student learning in your classroom. Artifacts that you include should show greater variety and more appropriateness of these collaborations and how they support student learning.
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Criterion 1g	Score Point 2.00	There is evidence of some appropriate two-way communication with families, trying to inform, and/or involve and /or collaborate about student progress. More detailed artifacts and evidence of more consistent two-way communication might have made this a stronger response. Evidence shows a connection with some members of the extended learning community. Connecting to a wider community might have made this a stronger response. The description provides some connection of the collaboration to student learning; clearer connections might have made this a richer response. Submitted artifacts show some connection to the descriptions and/or collaborations and/or student learning.
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Criterion 1g	Score Point 2.50	There is some evidence that demonstrates ways of informing, involving and/or collaborating through the use of two-way communication with families about student progress. A stronger response could include more strategies and/or more detailed artifacts representing the two-way communication. Evidence shows collaboration with some members of the extended learning community. Including more of a variety of community members might have made this a stronger response. The description might need to provide more connection between the collaboration and the students' learning. Submitted artifacts show some connection to the descriptions and/or collaborations and/or student learning.
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Criterion 1g	Score Point 3.00	Evidence shows multiple and appropriate use of two-way communication to inform, involve and to collaborate with families about student progress. The submitted artifacts clearly support the description provided. More consistent and appropriate evidence of two-way communication might have made this a stronger response. Evidence clearly shows use of collaboration with a variety of people in the extended learning community to impact student learning. The artifacts clearly reinforce the descriptions and the connection to student learning. More evidence about the appropriateness or variety of the connections between the collaborations and student learning might have made this a stronger response.
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Criterion 1g	Score Point 3.50	Evidence shows the clear use of two-way communication to inform, involve and to collaborate with families about student progress on a consistent basis. The submitted artifacts clearly support the description provided. There is appropriate evidence of two-way communication. Evidence clearly shows use of collaboration with a variety of people in the extended learning community to impact student learning. The artifacts clearly reinforce the descriptions and the connection to student learning. More evidence about the appropriateness or variety of the connections between the collaborations and student learning might have made this an even stronger response.
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Criterion 1g	Score Point 4.00	Evidence shows the numerous and consistent use of two-way communication to inform, involve and to collaborate with families about student progress. The submitted artifacts insightfully support the description provided. Evidence shows consistent use of collaboration with a variety of people in the extended learning community. Evidence also shows a thorough connection of these collaborations to the impact on student learning. The artifacts consistently reinforce the descriptions and the connection of student learning to the extended learning community.
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