Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
WTS 8 Assessment Strategies Score: _____	☐ Sporadically plans and implements assessments of student progress. ☐ Only assessment of any consequence is a set of informal pencil and paper quizzes. ☐ Tends to view weak student performance and progress as an indictment of students and an indication that there is need for greater discipline. ☐ No student self-assessment used. ☐ Records of assessments are absent, incomplete, and/or scattered.	☐ Uses a single approach to assessment of student progress. ☐ Typically assessments are brief pencil and paper tests with short or forced answer items. ☐ Tends to view weak student performance and progress as an indictment of students rather than a challenge to adjust or adapt the instructional approach. ☐ Limited use of informal assessments; no concern for engaging students in self-assessment; ☐ Records of student assessments and progress tend to be unsystematic and scattered.	☐ Uses a limited number of formal and informal assessment methods. ☐ Formal assessments tend to be traditional pencil and paper tests, typically short answer or forced-choice items. ☐ Limited use of assessments for monitoring and reflecting on effectiveness of instructional approach. ☐ Informal assessments tend to be superficial and weakly structured, rarely involves students in self-assessment. ☐ Maintains careful records of assessments to determine grades at the end of the grading period	☐ Incorporates both formal and informal assessment methods and tools as a basis for monitoring both student progress and effectiveness of instructional approach. ☐ While formal assessments include some traditional pencil and paper tests, alternative formats also are used. ☐ Uses information from the assessments to make minor adjustments in instruction. ☐ Maintains careful records of assessments for use when communicating with parents and students. ☐ Occasionally engages students in informal self-assessment activities.	☐ Incorporates a variety of formal and informal assessment methods and tools as a basis for monitoring both student progress and effectiveness of instructional approach. ☐ Formal assessments show an intentional balance between traditional pencil and papers tests including constructed response items and alternative assessment formats. ☐ Use assessments as a basis for making reasoned adjustments and adaptations in planning and instruction. ☐ Maintains careful records to support knowledgeable and responsible communication about student progress. ☐ Engages students in self-assessment activities, often blurring the distinction between instruction and assessment.

Comments:

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Evaluator   Date