

Assessment Plan Rubric for School Museum Projects, LOD p. 44

Note the performance level that is most descriptive of the assessment plan for your school museum. If necessary, set goals for the improvement of your assessment plan.

| | Excellent | Progressing | Needs Improvement |
|---------------------------------------|---|--|---|
| Student Learning Targets | <p>The learning targets are written in language that students understand.</p> <p>There is a plan to provide students with examples of high-quality work for all the learning targets so that they develop a vision of quality for these areas.</p> <p>The content targets students are expected to hit—the statements of expected student learning—are comprehensive.</p> | <p>The learning targets are clear to teachers but there is no plan to present them to students.</p> <p>There is a plan to provide students with examples of high-quality work for some learning targets, but adequate time isn't allotted to do this for all targets.</p> <p>The content targets—the statements of expected student learning—exist for some but not all focus questions.</p> | <p>The learning targets aren't identified.</p> <p>Students don't examine examples of high-quality work for the learning targets.</p> <p>The content targets—the statements of expected student learning—exist for very few or no focus questions.</p> |
| Student-Involved Formative Assessment | <p>For all targets, assessments activities are integrated into the instructional plan to help students understand quality work, compare their work to that standard, and improve their performance.</p> <p>Time is allotted to provide students with frequent descriptive feedback so they know how to plan and improve performance for all targets.</p> <p>Students use work samples to explain progress toward all learning targets.</p> | <p>For some targets, assessments activities are integrated into the instructional plan to help students understand quality work, compare their work to that standard, and improve their performance.</p> <p>Time is allotted to provide students with descriptive feedback so they know how to plan and improve performance for some targets.</p> <p>Students use work samples to explain progress toward some learning targets.</p> | <p>Very few assessments activities are integrated into the instructional plan. Students don't fully understand quality work, are unable to compare their work to a standard, and have difficulty knowing how to improve their performance.</p> <p>Little time is allotted to provide students with descriptive feedback. Students don't know how to improve their performance.</p> <p>Students use work samples to explain progress toward very few learning targets.</p> |

| | Excellent | Progressing | Needs Improvement |
|---------------------|--|--|--|
| Grading Plan | <p>The grading plan includes summative assessments that show student achievement for all learning targets.</p> <p>Student performance on all learning targets is measured by using an appropriate assessment method—selected/constructed response test, extended written response test, performance assessment, or personal communication.</p> <p>There is a student-friendly version of the grading plan that shows how student performance will be measured and grades calculated. “Scores” on formative assessments and practice work are not included in the grading plan. Grades are based on summative assessments.</p> | <p>The grading plan includes summative assessments that show student achievement for some learning targets, but there isn't time to collect this evidence for all targets.</p> <p>Student performance on most learning targets is measured by using an appropriate assessment method—selected/constructed response test, extended written response test, performance assessment, or personal communication.</p> <p>There is a grading plan that shows how student performance will be measured and grades will be calculated, but it is primarily used by teachers, not students. The grading plan includes some formative assessments and some practice work calculated into the final grade.</p> | <p>The grading plan includes some summative assessments, but they aren't well aligned to the learning targets.</p> <p>There isn't always a good match between the learning targets and an appropriate assessment method—selected/constructed response test, extended written response test, performance assessment, or personal communication.</p> <p>There isn't a grading plan to show how student performance will be measured. It is possible that everything a student does will be given a score and every score will be included in the grading plan, including formative assessment and practice work.</p> |