

# Short Cycle Assessment Implementation Audit 11.30.10



4- Exemplary	3-Proficient	2-Progressing	1- Not Meeting Standards
<p>Teacher(s) reviewed Pacing Guide before building Assessment.</p> <p>Teacher(s) communicated learning targets daily to students using student friendly terms.</p> <p>Assessment has approximately 80% multiple choice questions, 15% short answer responses and 5% extended responses. More than 50% of all questions are higher level thinking.</p> <p>Teacher(s) meet within 48 hours of assessment with team or another teacher to collaboratively score assessments. Uses a rubric for short answer and extended response questions.</p> <p>Teachers use Reflection Guide to facilitate dialogue following assessment and recommend adjustments in classroom instruction, intervention and enrichment.</p>	<p>Teacher(s) reviewed Pacing Guide before building Assessment.</p> <p>Teacher(s) communicated learning targets daily to students using student friendly terms.</p> <p>Assessment has approximately 80% multiple choice questions, 15% short answer responses and 5% extended responses. More than 50% of all questions are higher level thinking.</p> <p>Teacher(s) meet within 48 hours of assessment with teammate, leader or another teacher to collaboratively score assessments. Uses a rubric for short answer and extended response questions.</p> <p>Teachers use Reflection Guide to facilitate dialogue following assessment and recommend adjustments in classroom instruction, intervention and enrichment.</p> <p>Continued on back.</p>	<p>Teacher(s) reviewed Pacing Guide before building Assessment.</p> <p>Teacher(s) weekly communicated learning targets to students.</p> <p>Assessment does not have appropriate ratio of multiple choice, short answer and extended response questions. Most questions are lower level.</p> <p>Teacher(s) meet within 48 hours of assessment with a teammate, leader or another teacher. A rubric is not used on short answer or extended response questions.</p> <p>Teachers complete reflection guide without much dialogue following assessment.</p>	<p>Assessment is developed during or after the unit.</p> <p>Teacher(s) posted but did not communicate learning targets to students.</p> <p>Assessments do not have sample of multiple choice, short answer and extended response questions.</p> <p>Teacher(s) do not meet within 48 hours of assessment.</p> <p>Teacher(s) do not meet with another teacher, leader or teammate to grade assessment. Teacher(s) do not complete reflection guide.</p>

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<p>Teacher uses results to inform teaching and spends several days re-teaching indicators that student struggle on. Teacher uses results to design intervention and enrichment plans for students.</p> <p>Assessments become a fluid document.</p>	<p>Teacher uses results to inform teaching and spends several days re-teaching indicators that students struggle on.</p> <p>Assessments become a fluid document.</p>	<p>Teacher goes over test and corrects answers. Very little re-teaching occurs.</p> <p>Assessments are reviewed with minor changes to the format but not the question quality.</p>	<p>Teacher(s) do not allow assessment to inform teaching.</p> <p>Assessments are not modified to increase the rigor or quality of the test.</p>
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