**Assessment Plan**

**Rubric**

**TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.***

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| **Rating**  **Indicator** | **1**  **Indicator Not Met** | **2**  **Indicator Partially Met** | **3**  **Indicator Met** | **Score** |
| **Alignment with Learning Objectives and Instruction** | Content and methods of assessment lack alignment with learning objectives or lack cognitive complexity. | Some of the learning objectives are assessed through the assessment plan, but many are not aligned with learning objectives in content and cognitive complexity. | Each of the learning objectives is assessed through the assessment plan; assessments are aligned with the learning objectives in content and cognitive complexity. |  |
| **Clarity of Criteria and Standards for Performance** | The assessments contain no clear criteria for measuring student performance relative to the learning objectives. | Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning objectives. | Assessment criteria are clear and are explicitly linked to the learning objectives. |  |
| **Multiple Modes and Approaches** | The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction. | The assessment plan includes multiple modes but all are either pencil/paper based (i.e., they are not performance assessments) and/or do not require the integration of knowledge, skills, and reasoning ability. | The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence. |  |
| **Technical Soundness** | Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students. | Assessments appear to have some validity; most scoring procedures are explained; most items or prompts are clearly written; most directions and procedures are clear to students. | Assessments appear valid; scoring procedures are explained; items or prompts are clearly written; directions and procedures are clear to students. |  |
| **Adaptations Based on the Individual Needs of Students (i.e., Special Education, RtI, ELLs, 504, GT, etc.)** | Teacher does not adapt assessments to meet the individual needs of the students or these assessments are inappropriate. | Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students. | Teacher makes adaptations to assessments that are appropriate to meet the individual needs of students. |  |