**Major Requirements:**

1. **Unit of Instruction Project: 600 points total**
	* **Selected Response Assessment - 200 points**
	* **Extended Written Response Assessment - 200 points**
	* **Performance Task Assessment - 200 points**

**Rubric to be used for: Unit of Instruction Project (i.e. SRA, EWRA, and PTA)**

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|  | **Distinguished** | **Proficient** | **Progressing** |
| **Clear Purpose**25 | * The intended users and uses are identified.
* It is clear that this assessment can accomplish its intended purpose.
* When appropriate, students are able to use results to reflect on their learning and to identify strengths and areas for improvement.

Comments: | * The intended users and uses can be inferred.
* This assessment can partially accomplish its intended purpose.
* When appropriate, an attempt has been made to meet students’ information needs, but they may not be able to use results to identify their strengths and areas for improvements.

Comments: | * The intended users and uses are not identified and cannot be accurately inferred.
* It is clear that this assessment cannot accomplish its intended purpose.
* Students’ information needs are not taken into account, even though students could benefit from understanding and using the assessment information.

Comments: |
| **Clear Targets****25** | * Learning targets measured by the assessment are stated.
* The learning targets are clear.
* The match between stated learning targets and what is on the assessment is clear.
* Learning targets are clearly connected to the state content standards.

Comments: | * Learning targets measured by the assessment are stated or can be inferred easily from the assessment.
* Learning targets may be somewhat unclear.
* There is a partial match between stated learning targets and what is on the assessment.
* Learning targets are partially or loosely connected to the state content standards.

Comments: | * Learning targets measured by the assessment are not stated and cannot be accurately inferred.
* Learning targets are stated, but vague or unclear.
* There is no apparent match between stated learning targets and what is on the assessment.
* There is not apparent connection between learning targets and the state content standards.

Comments: |
| **Sound Design****100** | * The method chosen is capable of accurately reflecting the learning target(s) to be assessed.
* The learning targets tested represent what was taught (in the case of diagnostic assessment, they represent what is intended to be taught).
* The relative importance of each learning target on the assessment matches the relative importance given to it during instruction.
* Selected response and short answer (fill-in) items adhere to more than 10 standards of quality (Popham, Stiggins, Wahlstrom).
* Extended written response items adhere to standards of quality (Popham, Stiggins, Wahlstrom).
* Extended written response scoring procedures adhere to guidelines for quality (Popham, Stiggins, Wahlstrom).
* Performance assessment tasks adhere to standards of quality (Popham, Stiggins, etc.).
* Performance assessment scoring guides/rubrics adhere to guidelines for quality (Popham, Stiggins, etc.).
* There is nothing in the assessment itself or in the conditions under which it is administered that could lead to inaccurate estimates of student learning.
* Instructions are present, clear, and concise.

Comments: | * The method chosen to assess the learning targets may have been better if assessed using another method.
* The learning targets partially represent what was taught (In the case of diagnostic assessment, they partially represent what is intended to be taught).
* The relative importance of each learning target on the assessment partially matches the relative importance to it during instruction
* Selected response and short answer (fill-in) items adhere to 5 – 10 standards of quality (Popham, Stiggins, Wahlstrom).
* Extended written response items partially adhere to standards of quality (Popham, Stiggins, Wahlstrom).
* Extended written response scoring procedures partially adhere to guidelines for quality (Popham, Stiggins, Wahlstrom).
* Performance assessment tasks partially adhere to standards of quality (Popham, Stiggins, etc.).
* Performance assessment scoring guides/rubrics partially adhere to guidelines for quality (Popham, Stiggins, etc.).
* There are a few tings in the assessment itself or in the conditions under which it is administered that could lead to inaccurate estimates of student learning.
* Instructions are present, but not as clear or concise as they could be.

Comments: | * The method used is not capable of accurately reflecting the learning targets in question.
* The learning targets tested do not represent what is taught. (in the case of diagnostic assessment, they do not represent what is intended to be taught.)
* The relative importance of each learning target on the assessment does not match the relative importance given to it during instruction.
* Selected response and short answer (fill-in) items adhere to fewer than 5 standards of quality (Popham, Stiggins, Wahlstrom).
* Extended written response items do not adhere to standards of quality (Popham, Stiggins, Wahlstrom).
* Extended written response scoring procedures do not adhere to guidelines for quality (Popham, Stiggins, Wahlstrom).
* Performance assessment tasks do not adhere to standards of quality (Popham, Stiggins, etc.).
* Performance assessment scoring guides/rubrics do not adhere to guidelines for quality (Popham, Stiggins, etc.).
* There are many things in the assessment itself or in the conditions under which it is administered that could lead to inaccurate estimates of student learning.
* Instructions are not present, or are difficult to follow.

Comments: |
| **Communication****25** | * There is a mechanism in place for students to track their own progress on learning targets and what they need to do to improve.

Comments: |  * There is a mechanism in place for students to track their own progress on learning targets, but they do not know what to do to improve.

Comments: |  * There is not a mechanism in place for students to track their own progress on learning targets and what they need to do to improve.

Comments: |
| **Writing Style****25** | * Easy to read with few or no grammatical or typographical errors.

Comments: | * Minimal grammatical or typographical errors that are not significant enough to interfere with ease of reading.

Comments: | * Number of grammatical or typographical errors interferes with ease of reading.

Comments: |