

AdvancED Standards Assessment Rubric

STANDARD	NOT EVIDENT	EMERGING	OPERATIONAL	HIGHLY FUNCTIONAL
<p>VISION AND PURPOSE</p> <p><input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Emerging</p> <p><input checked="" type="checkbox"/> Operational</p> <p><input type="checkbox"/> Highly Functional</p>	<p>The school has not committed to a shared purpose and direction. The school has little or no evidence that expectations for student learning are aligned with the school's vision with little support by school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and school effectiveness. The school's vision has little influence on allocations of time and human, material, and fiscal resources.</p>	<p>The school has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The school is developing expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and school effectiveness but the process is not fully in place. The school's vision has some influence on allocations of time and human, material, and fiscal resources.</p>	<p>The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.</p>	<p>The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.</p>
<p>GOVERNANCE AND LEADERSHIP</p> <p><input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Emerging</p> <p><input checked="" type="checkbox"/> Operational</p> <p><input type="checkbox"/> Highly Functional</p>	<p>The school has leaders who have not established or are currently establishing processes to develop the school's vision and improvement efforts. The leaders' process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p>	<p>The school has leaders who have established processes to develop the school's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions attempt to create equity of learning opportunities and support for innovation, but implementation of these processes and conditions is sporadic, and results are varied.</p>	<p>The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied.</p>	<p>The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions.</p>

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<p>TEACHING AND LEARNING</p> <p><input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Emerging</p> <p><input type="checkbox"/> Operational</p> <p><input checked="" type="checkbox"/> Highly Functional</p>	<p>The school implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The school demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.</p>	<p>The school implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire requisite knowledge, skills, and attitudes. The school demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the school. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.</p>	<p>The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.</p>	<p>The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.</p>
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<p>DOCUMENTING AND USING RESULTS</p> <p><input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Emerging</p> <p><input type="checkbox"/> Operational</p> <p><input checked="" type="checkbox"/> Highly Functional</p>	<p>The school is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.</p>	<p>The school is currently using assessments that have limited alignment with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.</p>	<p>The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.</p>	<p>The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.</p>
<p>RESOURCE AND SUPPORT SYSTEMS</p> <p><input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Emerging</p> <p><input type="checkbox"/> Operational</p> <p><input checked="" type="checkbox"/> Highly Functional</p>	<p>The school has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school does not systematically employ and allocate staff members who are qualified for their assignments. The school provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p>	<p>The school has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are generally qualified for their assignments. The school provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p>	<p>The school has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p>	<p>The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p>
<p>STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS</p> <p><input type="checkbox"/> Not Evident</p> <p><input type="checkbox"/> Emerging</p> <p><input checked="" type="checkbox"/> Operational</p> <p><input type="checkbox"/> Highly Functional</p>	<p>The school has little understanding, commitment, and support of stakeholders. School personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.</p>	<p>The school has begun the process to gain the understanding, commitment, and support of stakeholders. School personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.</p>	<p>The school has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.</p>	<p>The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.</p>
<p>COMMITMENT TO CONTINUOUS IMPROVEMENT</p> <p><input type="checkbox"/> Not Evident</p>	<p>The school has not developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. The school cannot</p>	<p>The school is developing a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning, but the plan has not been implemented. Improvement</p>	<p>The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the</p>	<p>The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school</p>

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<input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input checked="" type="checkbox"/> Highly Functional	demonstrate progress in improving student performance and school effectiveness.	efforts are being developed, but the school cannot yet demonstrate progress in improving student performance and school effectiveness. New improvement efforts are not informed by the results of earlier efforts through reflection and assessment of the improvement process.	school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.	demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.
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