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|  | Goal | Emerging | Not Yet |
| **Assessment Evaluation Rubric** | Assessment Plans: • are aligned with state content standards; • have clear measurement criteria; • require written tasks when appropriate; and• include descriptions of how assessment results will be used to inform future instruction. Assessment requires students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments; and• connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.  | Assessment Plans: • are aligned with state content standards; • have measurement criteria; • require written tasks when appropriateAssessment requires students to: • interpret information rather than reproduce it; • draw conclusions and support them; and• connect what they are learning to prior learning and some life experiences.  | Assessment Plans: • are not aligned with state content standards; • have ambiguous measurement criteria; Assessment requires students to: • mostly reproduce information; • rarely draw conclusions and support them; and • rarely connect what they are learning to prior learning or life experiences.  |

**This rubric was adapted from the “Assessment” Indicator and the “Student Work” Indicator of the TEAM General Educator Rubric**