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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 appropriate  Assessment 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**