**Assessment and Data Domain**

**Phase 1**

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| **Data Driven Instruction** (TEI Alignment 1.2, 1.4, 2.4) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| A **singular source** of academic data drives instructional decision-making. [[1]](#footnote-1) | **Multiple sources** of academic data drive instructional decision-making. | Multiple sources of academic and **non-academic** data used together **sometimes** drive instructional decision-making. | Multiple sources of academic and non-academic data used together **always** drive instructional decision-making. |

**Phase 2**

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| **Student Feedback** (TEI Alignment 2.2, 3.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| **Students receive feedback** from teachers in order to improve. | Students receive **specific** feedback from teachers and **occasionally peers** in order to improve. | Students receive **timely** and specific feedback from **both teachers and peers** in order to improve. | Students receive timely, **frequent**, and specific feedback from both teachers and peers in order to improve. |

**Phase 3**

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| **Authentic Assessment** (TEI Alignment 1.3, 2.2) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Students demonstrate learning through formative and summative assessments that tend to be **unvaried.** | Students demonstrate learning through formative and summative assessments that are **varied**, but assessments may be **generic** and/or **inauthentic**. | Students demonstrate learning through formative and summative assessments that are varied, **relevant**, and **rigorous**. | Students demonstrate learning through formative and summative assessments that are varied, **authentic**, relevant, and rigorous. |

**Phase 4**

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| **Choice in Assessment** (TEI Alignment 1.2, 1.3, 2.2) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Students have **one way** and **one opportunity** to demonstrate mastery. | Students have one way and **multiple opportunities** to demonstrate mastery. | Students **sometimes** have multiple opportunities and ways to demonstrate mastery. | Students **regularly** have multiple opportunities to demonstrate mastery and choice in the way they submit. |



1. Instructional decision-making happens through the execution of the Data-Driven Instruction Cycle as defined in Driven by Data,   
   Paul Bambrick-Santoyo.

   **Alignment to TEI as of 09/2019** [↑](#footnote-ref-1)