

## Assessment and Data Domain

### Phase 1

Data Driven Instruction (TEI Alignment 1.2, 1.4, 2.4)			
Beginning	Developing	Practicing	Achieving
A <b>singular source</b> of academic data drives instructional decision-making. <sup>1</sup>	<b>Multiple sources</b> of academic data drive instructional decision-making.	Multiple sources of academic and <b>non-academic</b> data used together <b>sometimes</b> drive instructional decision-making.	Multiple sources of academic and non-academic data used together <b>always</b> drive instructional decision-making.

### Phase 2

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

### Phase 3

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

### Phase 4

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

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