**Draft Rubric for Evaluating Formative Assessment Tools**

This rubric will be used to review the formative assessment documents that are submitted for the project stipend, after they have been piloted and revised. Stipends will be awarded for products that are Satisfactory (or Strong) in elements 1 and 7, and at least 4 of the other 5 elements.

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| Elements | Emerging (some common issues) | Satisfactory  | Strong (satisfactory plus . . . ) |
| 1. Clear target
 | The tool/process captures one or more CCR standards OR the ability to apply the standards to a real task, but not both. | The tool/process is focused on gathering information about one or more CCR standards AND the ability to apply the standards to a real task.  |  |
| 1. Clear indicators of progress
 | The indicators are not clear. | Tools are clear about what “good performance” looks like at the students’ level and there are clear descriptors of what is being looked for as signs of learning (e.g., rubric elements) | There are exemplars for students to see. |
| 1. Options for demonstrating learning
 | The tool/process puts individuals on the spot in unproductive ways or is imbalanced toward finding weaknesses rather than identifying strengths. | The tool/process is inclusive in that it doesn’t expose individuals, offers options for the way understanding is demonstrated, and/or looks for aggregate information about the group’s learning. |  |
| 1. Information gleaned
 | The tool/process captures sub-skills or knowledge but not whether students can apply them in a realistic situation; information collected does not alter instructor’s lesson planning or is not shared/discussed with students. | The tool/process provides information about the students’ conceptual understanding or skill development, and the ability to apply what was learned to authentic life tasks. Information from the tool/process is used by the instructor to inform instruction and to give and discuss useful, descriptive feedback with the student. | The tool/process prompts discussion of learning. It invites the student to give feedback to the teacher about the lesson and how well it helped them learn. |
| 1. Student involvement
 | Students are left out of the process. | Students are involved in the development and/or use of the tool/process. Students are involved in the interpretation of the tool’s results and/or tracking of their learning. |  |
| 1. Practicality
 | Tool/process is too ambitious, or is really summative. | The tool/process is usable immediately after instruction and is compact enough to be doable. |  |
| 1. Guiding notes
 | Not clear to others how to use the tool. | Guiding notes describe the purpose and use of the tool/process and, if not self-explanatory, how the tool accomplishes items 1-5.  |  |