

Criteria for Comprehensive

Are a variety of high quality assessments being used?

Is there evidence that the assessments are reliable?

Is there evidence to support the proposed uses of the assessments?

To what extent are the assessments accessible (e.g., fair) to all students?

To what extent do the assessments produce useful information?

Criteria for **Comprehensive**

Are both summative and formative approaches to assessment used?

To what extent is good formative assessment practice in use in classrooms daily?

How often are assessments used at the conclusion of units of instruction, as well as marking periods or semesters?

Criteria for Comprehensive

Do assessments collectively meet all purposes?

Taken together, to what extent are the needs for achievement information met by the set of assessments being used?

Has redundancy in data collection been minimized or eliminated?

Criteria for **Comprehensive**

Is each type of assessment equally important?

In making decisions about students, is equal weight given to both assessment for and of learning?

Are both types of information used when decisions about schools, school programs, or educators are being made?

Criteria for **Comprehensive**

How proficient are the educators in classrooms and schools with classroom-based formative assessment?

To what extent have teachers learned to use the formative assessment process when planning, delivering, and reflecting on their instruction??

Criteria for **Comprehensive**

Are students actively engaged in the assessment, feedback and learning process?

Have students learned to be engaged in their learning?

Are students able to self- and peer-assess, and use the feedback to improve their learning tactics?

Criteria for **Coherent**

Are all elements of the assessment system coordinated, that is, measure the same skills?

Is there evidence that the assessments of and for learning focus on the same content standards?

Is instruction aligned to the assessments used?

Criteria for Coherent

Are curricula, assessment, instruction, and professional learning all aligned with one another?

Are all of these parts aligned with one another?

Are they all aligned to the same set of content standards?

Is this true at all levels and in all courses?

Criteria for **Continuous**

Do the assessments measure student progress on an on-going basis?

Is assessment a part of on-going instruction – and include both assessment for and of learning?

Are the current achievement levels of all students known by their instructors and by the students?

Criteria for **Continuous**

Is assessment occurring continuously – daily, weekly, monthly, and yearly?

Is there evidence that assessment for learning methods are used daily in classrooms?

Are assessments of learning used periodically throughout the school year?

Criteria for **Continuous**

Are a variety of formal and less formal assessment methods used on an on-going basis?

Do teachers use a variety of means to elicit evidence of student achievement on an on-going basis?

Are both formal (e.g., tests) and informal (e.g., observation of students) methods used?