Local Comprehensive Assessment System Quality Criteria Single Point Rubric

The Quality Criteria Single Point Rubric can be used as a self-assessment to identify areas of strength as well as those that require additional work. Assessment definitions that can be used as a reference are included after the rubric.

| What do we already have in place?  What is our evidence? | Quality Criteria | What will we focus on in the coming year?  What evidence will we collect? |
| --- | --- | --- |
|  | **1. Clear Vision for Teaching and Learning**  Evidence of a Clear Vision for Teaching and Learning is evident when:   * A Portrait of a Graduate is used to clarify what students should know, understand, and be able to do upon graduation; * A Theory of Action is in place that aligns to the Continuous Improvement Plan and clarifies how assessments are related to intended student outcomes; * Assessments are clearly aligned to critical proficiencies and PBGRs for allcontent areas and transferable skills; and * Tools (such as Personalized Learning Plans) are used as a “roadmap” to support students in developing the skills to be college and career ready. |  |
|  | **2. Design for Rigor**  Evidence of Designing for Rigor is evident when:   * All students are expected to reach for and supported to meet high expectations; * There is a clear relationship between proficiency-based graduation requirements, critical proficiencies, performance indicators, and learning targets; * Clear criteria for proficiency are available and used by students to meet expectations; * Performance assessments, including student-designed assessments, integrate content and transferable skills, require students to apply learning to new contexts, and elicit evidence of learning; and * Formative assessments are used to determine students’ strengths and areas that require additional instruction and support. |  |
|  | **3. Assessment Inventory**  Effective use of an Assessment Inventory is evident when:   * The purpose and alignment of assessments to critical proficiencies or standards are clarified; * Assessments that are currently in place are evaluated for gaps and redundancies; * The appropriate use of assessment data is determined; * Assessments are eliminated if the data generated is not used in a meaningful way; * Assessments are aligned vertically PreK-12 and horizontally across classrooms within a grade level; and * Multiple measures, including universal screeners, diagnostics, progress monitoring, formative and summative assessments, performance assessments, and state assessments are used to improve outcomes. |  |
|  | **4. Assessment Literacy**  Assessment literacy is supported when:   * A systemic structure designed to provide the time, resources, and professional learning related to assessment literacy is in place; * Opportunities are available for teachers to calibrate scoring of student work in order to create consistency in scoring practices; * Discussion of student work enables teachers to collaborate and determine next steps for improving outcomes for students; * Summative state assessments are used to inform professional learning for educators and curriculum development; * Formative assessment practices are used as an essential strategy for improving teaching and learning and providing opportunities for students to receive and apply feedback; and * Teaching and assessment tools, such as learning progressions, learning targets, proficiency scales, and rubrics, are evident and provide clear guidelines to teachers and students regarding assessment goals. |  |
|  | **5. Personalized Learning Plans**  The Personalized Learning Planning process is supported when:   * PLPs are integrated throughout the system and used to document learning, provide opportunities for self-assessment and reflection on learning over time, and create pathways for meeting future goals; * PLP development is coordinated across grade levels, instructors, and the school system; * Students have an active role in the learning environment with opportunities to reflect on their own learning and aspire to new learning throughout their PK-12 experience; and * Students, educators, and parents/guardians can access information about the ongoing progress of student learning. |  |
|  | **6. A Culture of High Expectations**  A culture of high expectations is created when:   * Students, parents, and educators truly believe that every learner can reach high expectations; * Educators commit to meeting students where they are, moving them along a continuum of learning, and providing timely supports when needed; * Leadership invests in professional learning that builds educator efficacy; * Educators at all levels implement a strong multi-tiered system of academic and behavioral supports that includes an EST which enhances the ability of educators to meet the needs of all learners; and * Assessments provide equitable access for students with diverse needs and backgrounds. |  |

# Resources

## Clear Vision for Teaching and Learning

[A Vermont Portrait of a Graduate (](https://education.vermont.gov/student-learning/proficiency-based-learning/proficiency-based-graduation-requirements#pog)PoG) clarifies the expectations for College and Career Readiness as described in the Vermont Education Quality Standards. It specifies the cognitive, personal, and interpersonal skills and abilities that students should be able to demonstrate upon graduation.

[Proficiency-Based Graduation Requirements](https://education.vermont.gov/student-learning/proficiency-based-learning/proficiency-based-graduation-requirements) (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma.

[The Creating a Theory of Action Tool](http://info.k-12leadership.org/creating-a-theory-of-action) helps educators develop a rationale behind the strategies they choose and articulate the thinking behind their decisions.

[Vermont Comprehensive Needs Assessment Toolkit](https://education.vermont.gov/documents/edu-comprehensive-needs-assessment-toolkit) leads to the identification of specific and measurable goals for improvement and high-leverage change ideas to achieve them.

## Design for Rigor

[State and Local Assessment - Vermont Agency of Education](https://education.vermont.gov/student-learning/assessments/state-and-local-assessments) page has numerous resources to support the development of rigorous assessment systems.

[Universal Design for Learning](http://www.cast.org/our-work/about-udl.html#.XaitRJJKi1s) (UDL) is a framework for improving and optimizing teaching and learner for all people based on scientific insights into how humans learn.

## Assessment Inventory

[Not as Easy as It Sounds: Designing a Balanced Assessment System](https://www.nciea.org/sites/default/files/pubs-tmp/Chattergoon%20Marion%202016%20Not%20as%20easy%20as%20it%20sounds%20Designing%20a%20balanced%20assessment%20system.pdf) offers three criteria to look for within a balanced assessment system: coherence, a theory of action, and efficiency.

[The Student Assessment Inventory for School Districts](https://issuu.com/achieveinc/docs/achievestudentassessmentinventory/2) is a tool district leaders can use to take stock of their assessments and assessment strategy, and do so from a student perspective.

## Assessment Literacy

[Assessments that Support Equity](https://www.naesp.org/resource/assessment-that-supports-equity/) focuses on strategies to encourage progress rather than measuring what is already known.

[Assessment: The Bridge Between Teaching and Learning](https://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0212-dec2013/VM0212Assessment.pdf) discusses the essential role assessments play in determining what students have actually learned.

[Data Wise](https://datawise.gse.harvard.edu/courses-and-materials) shows how systematic and thoughtful examination of a wide range of data can be a catalyst for important schoolwide dialogue.

[The Annual Snapshot - Vermont Agency of Education](https://education.vermont.gov/education-quality-assurance/annual-snapshot) is a quantitative look at school quality, measuring performance for schools, supervisory unions and school districts, and the state as a whole.

[Threshold Concept: Building Capacity for Assessment Literacy in Personalized, Competency-Based Education](https://www.inacol.org/news/threshold-concept-building-capacity-for-assessment-literacy-in-personalized-competency-based-education/) provides a variety of resources for supporting the understanding of assessment literacy.

## Personalized Learning Plans

[Personalized Learning Plan Manual](https://education.vermont.gov/documents/personalized-learning-plans-manual) offers guidelines, strategies, resources, and tools to assist district administrators, school leaders, and educators working to implement the Personalized Learning Planning (PLP) process.

[Self-Paced Course: Practices in Personalized, Proficiency-Based Learning](https://education.vermont.gov/student-learning/personalized-learning/personalized-learning-planning-process#self-paced) provides an overview of a set of key practices in personalized, proficiency-based learning; invites reflection and discussion about considerations for key practices in personalized, proficiency-based learning; and provides examples and opportunities to engage with key practices in personalized, proficiency-based learning.

## A Culture of High Expectations

[Confronting Inequity/Assessment for Equity](http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Assessment-for-Equity.aspx) explains how assessment should help us learn about students rather than sort them.

# [Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed](https://aurora-institute.org/resource/designing-equity-leveraging-competency-based-education-ensure-students-succeed/) offers equity strategies for personalized, competency-based education to ensure a more equitable K-12 education system that includes high expectations for all students.

[Essential Components for Ensuring Local Comprehensive Assessment Systems are Culturally Relevant and Equitable](https://education.vermont.gov/documents/edu-essential-components-for-ensuring-lcas-are-culturally-relevant-and-equitable) provides multiple resources to educators to support refinement of their local comprehensive assessment systems (LCAS) to ensure that assessments are equitable and culturally relevant.

# References

Darling-Hammond, L., Herman, J., Pellegrino, J., et al. (2013). Criteria for high-quality assessment. Stanford, CA: Stanford Center for Opportunity Policy in Education.

[Modernizing the Teaching Workforce for Learner-Centered, Competency-Based, Equity-Oriented Education](https://www.inacol.org/resource/modernizing-the-teaching-workforce-for-learner-centered-competency-based-equity-oriented-education-state-policy-recommendations/)

[Strengthening and Streamlining Local Comprehensive Assessment Systems: Guidelines and Support for Leadership Teams](https://education.vermont.gov/documents/strengthening-and-streamlining-local-comprehensive-assessment-systems)

[VTmtss Field Guide](https://education.vermont.gov/documents/edu-vtmtss-field-guide-2019)