



**National Center for Research
on Evaluation, Standards, & Student Testing**

UCLA | Graduate School of Education & Information Studies

Coaching Rubric for Formative Assessment Implementation:

Heritage, Jones, Pastore & Osmundson, 2011

Coaching Rubric for Formative Assessment Implementation: *Learning Goal*

A **Learning Goal** is a concept, process, and/or skill that students are expected to learn during the course of a lesson (a lesson can be several periods).

Learning Goal Elements	LEVEL			
	1	2	3	4
<i>Connected to Big Idea</i>	Learning goal is not connected to a big idea/essential learning in the domain	Learning goal is somewhat connected to a big idea/essential learning in the domain	Learning goal is mostly connected to a big idea/essential learning in the domain	Learning goal is clearly connected to a big idea/essential learning in the domain
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Builds Understanding</i>	Learning goal does not develop understanding of underlying concepts and/or acquisition of skills	Learning goal develops vague understanding of underlying concepts and/or acquisition of skills	Learning goal develops adequate understanding of underlying concepts and/or acquisition of skills	Learning goal develops deep understanding of underlying concepts and/or acquisition of skills
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Engages Higher Order Thinking</i>	Learning goal does not engage higher order thinking processes	Learning goal somewhat engages higher order thinking processes	Learning goal mostly engages higher order thinking processes	Learning goal clearly engages higher order thinking processes
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Feasible</i>	Learning goal is too broad and cannot be accomplished in the course of a lesson (may be several periods)	Learning goal is somewhat manageable but it may not be accomplished in the course of a lesson (may be several periods)	Learning goal is mostly manageable and may be accomplished in the course of a lesson (may be several periods)	Learning goal is clearly manageable and can be accomplished in the course of a lesson (may be several periods)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Understandable</i>	Learning goal is written in language the students cannot understand	Learning goal is written in language the students can somewhat understand	Learning goal is written in language the students can mostly understand	Learning goal is written in language that students can clearly understand
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Communicated to Students</i>	Learning goal content is not clearly explained to students	Learning goal content is vaguely explained to students	Learning goal is mostly explained to students	Learning goal is clearly explained to students
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Related to Prior Learning</i>	No connections are made for students between the current learning goal and prior learning	Connections between current learning goal and prior learning are vague	Connections between current learning goal and prior learning are mostly evident	Connections between current learning goal and prior learning are clearly made
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coaching Rubric for Formative Assessment Implementation: *Success Criteria*

Success Criteria are the indicators for meeting a learning goal. Success criteria are the guides to learning while the students are engaged in the learning tasks.

Success Criteria Elements	LEVEL			
	1	2	3	4
<i>Aligned with Learning Goals</i>	There is no alignment between success criteria and learning goals	Success criteria are vaguely aligned to learning goals	Success criteria are mostly aligned to learning goals	Success criteria are clearly and effectively aligned to learning goals
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Focused on Student Learning</i>	Success criteria do not relate to what students will say, do, make or write to show evidence of learning	Success criteria somewhat relate to what students will say, do, make or write to show evidence of learning	Success criteria mostly relate to what students will say, do, make or write to show evidence of learning	Success criteria clearly and effectively relate to what students will say, do, make or write to show evidence of learning
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Provide Students Opportunities to Show Learning</i>	Success criteria do not provide opportunities for students to indicate their current status relative to the learning goals	Success criteria reflect only one way for students to indicate their current status relative to the learning goals	Success criteria mostly reflect ways for students to indicate their current status relative to the learning goals	Success criteria clearly and effectively reflect ways for students to indicate their current status relative to the learning goals
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Communicated to Students</i>	Success criteria are not communicated in language students can understand	Success criteria are communicated in language students can somewhat understand	Success criteria are communicated in language students can mostly understand	Success criteria are communicated in language student can fully understand
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Referenced during Lesson</i>	Success criteria are not referenced during the course of the lesson	Success criteria are infrequently referred to during the lesson	Success criteria are sometimes referred to during the lesson	Success criteria are frequently referred to during the lesson
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coaching Rubric for Formative Assessment Implementation: *Learning Goal & Success Criteria*

What is the teacher doing?

What are the students doing?

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Points for discussion and examples of practice

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Coaching Rubric for Formative Assessment Implementation: *Formative Assessment Strategy*

A **Formative Assessment Strategy** is the means of collecting data on student learning in relation to the specific learning goal and success criteria that are the focus of the current lesson.

Formative Assessment Strategy Elements	LEVEL			
	1	2	3	4
<i>Multiple Approaches</i>	No formative assessment strategies are used to collect data on student learning during the lesson	One formative assessment strategy is used to collect data on student learning during the lesson	More than one formative assessment strategy is used to collect data on student learning during the lesson	Multiple formative assessment strategies are used to collect data on student learning during the lesson
<i>Aligned with Learning Goals and Success Criteria</i>	↑	↑	↑	↑
	There is no alignment between the formative assessment strategies used and the learning goal and success criteria	The formative assessment strategies are somewhat aligned with the learning goal and success criteria	The formative assessment strategies are mostly aligned with the learning goal and success criteria	The formative assessment strategies are fully aligned with learning goal and success criteria
<i>Appropriate for Purpose</i>	↑	↑	↑	↑
	The formative assessment strategies are generally not appropriate for the purpose of generating data in relation to the success criteria	The formative assessment strategies are somewhat appropriate for the purpose of generating data in relation to the success criteria	The formative assessment strategies are mostly appropriate for the purpose of generating data in relation to the success criteria	The formative assessment strategies are clearly appropriate for the purpose of generating data in relation to the success criteria
<i>Strategically Placed</i>	↑	↑	↑	↑
	The formative assessment strategies are not strategically placed during the course of the lesson	The formative assessment strategies are somewhat strategically placed during the course of the lesson	The formative assessment strategies are generally strategically placed during the course of the lesson	The formative assessment strategies are consistently strategically placed during the course of the lesson
<i>Reflective of Student Learning Progress</i>	□	□	□	□
	The formative assessment strategies provide no opportunities for students to show where they are in their learning during the lesson	The formative assessment strategies provide opportunities for students to partially show where they are in their learning during the lesson	The formative assessment strategies provide opportunities for students to generally show where they are in their learning during the lesson	The formative assessment strategies provide opportunities for students to clearly show where they are in the learning during the lesson
	□	□	□	□

Coaching Rubric for Formative Assessment Implementation: *Formative Assessment Strategy*

What is the teacher doing?

What are the students doing?

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Points for discussion and examples of practice

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Coaching Rubric for Formative Assessment Implementation: *Evidence*

Evidence results from the teacher's interpretation of the data (what a student says, does, makes or writes). It is used to determine whether, and to what degree, a student meets the identified learning goal based on the success criteria.

Evidence Elements	LEVEL			
	1	2	3	4
<i>Interpretation of data</i>	The data are not interpreted in relation to the learning goal and success criteria, and do not result in evidence of learning	The data are vaguely interpreted in relation to the learning goal and success criteria, resulting in insufficient evidence of student learning	The data are generally interpreted in relation to the learning goal and success criteria, resulting in limited evidence of student learning	The data are effectively interpreted in relation to the learning goal and success criteria, resulting in clear evidence of student learning
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Actionable Detail</i>	Evidence does not provide the level of detail needed to inform responsive action	Evidence provides a level of detail that can only limitedly inform responsive action	Evidence provides a level of detail that can generally inform responsive action	Evidence provides a level of detail that can clearly and effectively inform responsive action
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Reflects a Range of Student Understanding</i>	Evidence does not provide information about a range of student understanding or skills	Evidence provides some information about a range of student understanding or skills	Evidence mostly provides information about a range of student understanding or skills	Evidence effectively provides information about a broad range of student understanding or skills
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Supports Student Understanding of Learning</i>	Evidence does not enable students to know where they are in relation to success criteria	Evidence somewhat enables students to know where they are in relation to success criteria	Evidence mostly enables students to know where they are in relation to success criteria	Evidence clearly enables students to know where they are in relation to success criteria
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coaching Rubric for Formative Assessment Implementation: *Evidence*

What is the teacher doing?

What are the students doing?

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Points for discussion and examples of practice

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Coaching Rubric for Formative Assessment Implementation: *Responsive Action*

Responsive action is what teachers do, based on evidence, with the intention of moving student learning forward.

Responsive Action Elements	LEVEL			
	1	2	3	4
<i>Based on Decision Making*</i>	The teachers' decisions about next steps are not based on evidence	The teachers' decisions about next steps are vaguely based on evidence	The teachers' decisions about next steps are mostly based on evidence	The teachers' decisions about next steps are completely based on evidence
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Appropriate</i>	The teacher takes no appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus)	The teacher takes vaguely appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus)	The teacher takes generally appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus)	The teacher takes clearly appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Descriptive Feedback Elements	LEVEL			
	1	2	3	4
<i>Aligned with Learning Goal and Success Criteria</i>	The teacher feedback to students is not aligned with the learning goal and success criteria	The teacher feedback to students is somewhat aligned with the learning goals and success criteria	The teacher feedback to students is mostly aligned with the learning goal and success criteria	The teacher feedback to students is clearly aligned with the learning goal and success criteria
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Provides Student Direction</i>	The feedback provides no clues, hints or suggestions to students about what they can do to progress from their current learning status toward the desired learning goal	The feedback sometimes provides clues, hints or suggestions to students about what they can do to progress from their current learning status toward the desired learning goal	The feedback frequently provides clues, hints or suggestions to students about what they can do to progress from their current learning status toward the desired learning goal	The feedback consistently provides clues, hints or suggestions to students about what they can do to progress from their current learning status toward the desired learning goal
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* The coach/observer will need to have a conversation with the teacher to gather this information.

Coaching Rubric for Formative Assessment Implementation: *Responsive Action*

What is the teacher doing?

What are the students doing?

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Points for discussion and examples of practice

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Coaching Rubric for Formative Assessment Implementation: *Self- and Peer-Assessment*

Self-Assessment is when students reflect on and monitor their learning using the success criteria.

Self-Assessment Elements	LEVEL			
	1	2	3	4
<i>Student Involvement</i>	There is no evidence of students being involved in self-assessment	There is some evidence of students being involved in self-assessment	There is mostly evidence of students being involved in self-assessment	There is clear evidence of students being involved in self-assessment
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Students Monitor Learning with Success Criteria</i>	There is no evidence of students reflecting on and monitoring their learning using success criteria	There is some evidence of students reflecting on and monitoring their learning using success criteria	There is mostly evidence of students reflecting on and monitoring their learning using success criteria	There is clear evidence of students reflecting on and monitoring their learning using success criteria
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peer-Assessment is the process of students evaluating their peers' learning against the success criteria and providing them with constructive feedback they can use to move their learning forward.

Peer-Assessment Elements	LEVEL			
	1	2	3	4
<i>Student Involvement</i>	There is no evidence of student involvement in peer-assessment <input type="checkbox"/>	There is some evidence of student involvement in peer-assessment <input type="checkbox"/>	There is general evidence of student involvement in peer-assessment <input type="checkbox"/>	There is clear evidence of student involvement in peer-assessment <input type="checkbox"/>
<i>Success Criteria Used to Review Peer Learning</i>	There is no evidence of students using success criteria to review peer learning and provide feedback <input type="checkbox"/>	There is some evidence of students using success criteria to review peer learning and provide feedback <input type="checkbox"/>	There is mostly evidence of students using success criteria to review peer learning and provide feedback <input type="checkbox"/>	There is clear evidence of students using success criteria to review peer learning and provide feedback <input type="checkbox"/>
<i>Collaborative Classroom Culture</i>	The classroom culture does not support student collaboration, and students do not feel safe in providing and receiving feedback <input type="checkbox"/>	The classroom culture somewhat supports student collaboration, and students sometimes feel safe in providing and receiving feedback <input type="checkbox"/>	The classroom culture mostly supports student collaboration, and students mostly feel safe in providing and receiving feedback <input type="checkbox"/>	The classroom culture effectively supports student collaboration, and students feel safe in providing and receiving feedback <input type="checkbox"/>
<i>Opportunities to Provide Peer Feedback</i>	The teacher provides no opportunities for students to give peer feedback <input type="checkbox"/>	The teacher provides limited opportunities for students to give peer feedback <input type="checkbox"/>	The teacher provides some opportunities for students to give peer feedback <input type="checkbox"/>	The teacher provides regular opportunities for students to give peer feedback <input type="checkbox"/>
<i>Opportunities to Use Peer Feedback</i>	The teacher provides no opportunities for students to use peer feedback to improve their learning <input type="checkbox"/>	The teacher provides limited opportunities for students to use peer feedback to improve their learning <input type="checkbox"/>	The teacher provides some opportunities for students to use peer feedback to improve their learning <input type="checkbox"/>	The teacher provides regular opportunities for students to use peer feedback to improve their learning <input type="checkbox"/>

Coaching Rubric for Formative Assessment Implementation: *Self- and Peer-Assessment*

What is the teacher doing?

What are the students doing?

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Points for discussion and examples of practice

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