Assessment for Learning	Types of Measures	Potential Measures	Strengths	Weaknesses	Potential Costs	Time Commitment	Implementation Considerations
Teacher Practice:	Observation Evaluation of Artifacts Teacher Self-Assessment Student Survey Parent Survey	Teaching and Learning Framework	Already developed, piloted and researched.	Too comprehensive, not explicit enough in specific instructional practices			Training to ensure fidelity of implementation
1. Teacher utilizes K-12 learning progressions along which students are expected to progress in a domain.							
a. Provide scaffolded learning based on identified learning gaps.							
2. Student learning goals are clear, focuse on the intended learning and communicated so all students understand the criteria for success.							
a. Providing students with clear learning goals and success criteria.							
3. Instructional modifications for students are planned from carefully elicited evidence of student learning.							
4. Descriptive feedback identifies for students the specific knowledge and skills needed to reach learning goal(s).							
a. When appropriate, providing models of both high and low quality work.							
b. Providing descriptive feedback to help the student know what was done correctly and what could be done to improve.							
5. Self and peer assessment is planned and structred by teacher and students in order to develop life-long learning skills.							
a. Allow for self- and peer- assessment, for students to think meta-cognitively, and to develp understanding for effective learning tactics.							
6. Teacher facilitates the development of a collaborative classroom climate.							
a. Creating a classroom climate of collaboration--a partnership in the learning process.							
Student Outcomes:	**Types of Measures**	**Potential Measures**	**Strengths**	**Weaknesses**	**Potential Costs**	**Required Time**	**Implementation Considerations**
	Observation of Student Performance - including guided questions Student Survey Review of Student Work						