



December 8, 2016

Le Roy (Terry) Eakin III, Board Chair
DC Prep- Edgewood Elementary School
707 Edgewood Street, NE
Washington, DC 20002

Dear Mr. Eakin:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal during 2017-18 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of DC Prep - Edgewood Elementary between October 17, 2016 and October 28, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at DC Prep- Edgewood Elementary.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: December 8, 2016

Campus Name: DC Prep Edgewood Elementary Campus

Ward: 5

Grade levels: PK3 – 3

Reason for visit: 15-year renewal (school year 2017-18)

Two-week window: October 17, 2016 – October 28, 2016

QSR team members: 1 DC PCSB staff, 2 consultants, 1 ELL specialist, 1 SPED specialist

Number of observations: 23

Total enrollment: 447

Students with Disabilities enrollment: 38

English Language Learners enrollment: 27

In-seat attendance during the two-week window:

Visit 1: October 18, 2016- 96.6%

Visit 2: October 20, 2016- 98.9%

Visit 3: October 24, 2016- 96.4%

Visit 4: October 26, 2016- 95.5%

Summary

DC Prep Public Charter School's mission is

to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

School leadership explained that the LEA aims to support teachers to develop the skills and cultivate the tools needed to create a rich learning environment where the heavy lift is on the students, where Prep Skills, defined by the school as *speaking and listening to others, persevering, contributing to group activities, advocating for oneself, and using emotional management strategies*, are embedded in instruction, and where strong teacher presence creates positive classroom momentum. DC Prep provides a program of intensive academic support including individual academic intervention and small group instruction called "Prep Sessions" where students receive reading or math intervention tailored to their individual needs.

DC Prep - Edgewood Elementary Campus offers a rich academic, results driven environment to students in pre-kindergarten through third grade. The Quality School Review (QSR) team observed many examples of DC Prep - Edgewood Elementary Campus's focus on relationships and routines during the two-week observation window. EEC has a positive school culture that permeates throughout the school. There is a strong rapport between teachers and students, and the school maintains consistent procedures across classrooms and grade levels. With

two or more teachers in most classrooms, students have access to support from multiple adults who share in the implementation of the school's mission and vision.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 77% of observations as distinguished or proficient in the Classroom Environment domain. In the component of *Establish a Culture for Learning*, nearly all observations scored proficient. Students consistently demonstrated a belief in the value of their work and teachers consistently demonstrated belief in the capabilities of all students.

The QSR team scored 75% of observations as distinguished or proficient in the Instruction domain. The *Using Assessment in Instruction* component was the highest scoring in this domain. Teachers monitored student learning and provided specific feedback to students. Teachers also made adjustments to the lesson to assist students in their understanding of the content.

A member of the DC PCSB staff attended the DC Prep Board Meeting on November 13, 2016. A quorum was present; board members reported both in person and on the phone. The board reported on academic highlights from all DC Prep Campuses. Additionally, they discussed DC Prep student demographics. Other topics covered by the meeting included: three- year strategic plan, governance matters, social and mental health support in schools, and teacher participation rates of employees in DC Prep's 403(b) retirement plan.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, DC Prep - Edgewood Elementary provided answers to specific questions regarding the provision of instruction to students with disabilities. The observer who conducted special education-specific observations in both the push-in and pull-out settings noted the following based on the answers provided by the school.

- The school described that teachers differentiate lessons through co-teaching (parallel teaching and whole group-small group) as well as multi-sensory learning strategies. The observer saw evidence of these push-in methods and the use of multi-sensory approaches to learning that include visual, auditory, and tactile strategies (e.g., projecting worksheets while students followed along, playing music of a specific musician while discussing his life-story, having students write on a table with a marker when demonstrating subtraction problems). The reviewer also observed the teachers effectively using an "I-do, We-do, You-do" approach to a math lesson where students had to explain each step as they completed subtraction problems. The reviewer observed pull-out sessions where students successfully read from leveled text with teacher some prompting and guidance.
- The school described small group instruction in push-in and pull-out settings. The reviewer observed instruction in push-in and pull-out environments. Teachers provided timely feedback to students, checked student understanding of lesson directions from multiple students before starting a lesson, and recorded student understanding in these settings. While students

were asked to reflect on their performance on daily worksheets, the observer did not see the use of exit-tickets as a format for gauging student understanding, as described by the school.

Instruction for English Language Learners

DC Prep - Edgewood Elementary submitted responses to a questionnaire related to the school's provision of services for the school's English Language Learner (ELL) population. The ELL observer noted the following during the ELL observations:

- According to the questionnaire, DC Prep - Edgewood Elementary relies on a content-based immersion model in which students receive most ELL services in the general education classroom. The reviewer saw general education teachers use small groups to differentiate instruction based on language proficiency, relying on technology and multisensory instruction to provide additional support to students struggling to access content.
- The school reported that its general educators and ELL teachers usually use a co-teaching model to differentiate instruction in inclusion classrooms. The ELL specialist did not observe co-teaching between general education and ELL teachers but did observe the ELL teacher in a pull-out setting. During pull-out instruction, the ELL teacher used a variety of strategies to support ELLs during guided reading, such as tracking words or tapping out sounds to enhance vocabulary. To assess understanding and speaking, the ELL teacher asked students to put a story into their own words and asked students to share their own connection to the text. The observer saw appropriate and successful language acquisition strategies in both the general education and pull-out settings.
- The school's strategies to support language acquisition include special vocabulary-focused curriculum, accommodated materials, visual tools, small group instruction, and multisensory teaching. The reviewer noted that both the general education and pull-out classrooms contained a variety of visual resources and manipulatives, including posters, word walls, and interactive technology.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. QSR team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the 5-year charter review, 10-year charter review, or 15-year charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission:</p> <p>Bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.</p>	<p>The QSR team saw strong evidence that DC Prep - Edgewood Elementary is meeting its mission. The overall tone of the building conveyed respect for students and their learning.</p> <p>The QSR team observed a clear emphasis on academic excellence, persistence, and commitment to learning evidenced by the comprehensive array of signage, motivational quotes, and high quality student work displayed in classrooms, hallways, and common areas. Rich instructional environments highlighted the value placed on academic excellence and development of non-curricular PREP Skills. Each classroom demonstrated purposeful instruction and mission driven goals focused on academics and personal character.</p>
<p>Goals:</p> <p>The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.</p>	<p>The QSR team observed collaborative teaching in nearly all classrooms. Teachers worked together to deliver content and support to each other when needed. Observers saw teachers running small groups, sometimes co-leading whole group discussions, and dividing up responsibilities such as one teacher preparing student materials and placing work on student desks in preparation for the next activity while the other teacher led instruction with students.</p> <p>The QSR team observed teachers collaborating during lunch in the library and teacher’s lounge. Teachers discussed planning for a field trip and which specific students they planned</p>

Mission and Goals	Evidence
	<p>to support and how. In another example of parallel teaching, a SPED teacher modified instruction for four students in the back of the classroom while the general education teacher taught the same content to the remainder of the class. When the four students returned to the larger group, they could effectively follow along with the whole-group lesson.</p>
<p>Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.</p>	<p>The QSR team observed students complying with the established code of conduct, responding to behavior interventions, and taking initiative. Teachers and students maintained a document called PREP notes, which tracked additions and deductions for a behavior report, and there was designated time in class schedules to tally points and publically acknowledge positive behavior. Interactions between teachers and student and between students were general respectful and friendly.</p> <p>Teachers posted and used PREP skills, including character development in discussions. Observers saw conversations about respecting adults and each other, following directions, helping “our team” and sharing the personal meaning of respect. Signage included “Be Strong Together”, “Do the Right Thing, Yes We Can”, “Change Your Words, Change Your Mindset”, “PREP Walk/PREP Talk”, “Do the Respectful, Intelligent, Genuine, Hardworking, Team Oriented Thing!”, “Bully Free Zone”.</p> <p>Students adhered to uniform requirements. The school used “Zones” to define expectations for behavior and these were posted in halls and classrooms.</p>
<p>Students graduate with an eighth grade level of academic competency or better.</p>	<p>Not observable</p>
<p>Students enroll in academically challenging college-preparatory high schools.</p>	<p>Not observable</p>

Mission and Goals	Evidence
The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.	Not observable
DC Prep alumni graduate from academically challenging high schools and attend college.	Not observable

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 77% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 78% of the observations as proficient in this component. Teachers and students used respectful language and interactions were uniformly considerate. Teachers greeted and called upon students by name and both students and teacher initiated “shout outs” in the form of claps, cheers, or hand gestures movements to students for providing answers or finishing work. Teachers used encouraging and warm language such as, “I am so proud of this group right now!” In another observation students cheered enthusiastically when the teacher selected a classmate to work on a math problem at the board.</p>	Distinguished	0%
	<p>Students and teachers demonstrated empathy towards others. In one observation a student was given a tissue and told to “take a deep breath” when he was visibly upset.</p>	Proficient	78%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 22% of the observations as basic in this component. In some classes the quality of interactions between teachers and students or among students was uneven. One student called another student "stupid" and the teacher did not respond. In several observations, students attended to the teacher when he/she worked directly with them and disengaged when the teacher turned his/her back.</p>	Basic	22%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Establishing a Culture for Learning	<p>The QSR team scored 91% of the observations as proficient in this component. Teachers maintained high expectations for students and encouraged participation by all. One teacher said, "There are only a few friends answering questions. I want to give other friends a chance to answer." Teachers called on students whose hands were not raised or appeared distracted.</p> <p>While many teachers said "good job" or "perfect" and gave "high fives" for general encouragement, many also utilized specific praise. One teacher remarked to a student, "thank you for</p>	Distinguished	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>being genuine." Another teacher said, "Excellent thinking, I like the connection that you made to our discussion. You are good readers and are able to think about deep meanings."</p> <p>Teachers encouraged persistence when students answered math questions incorrectly. One student jumped up after clearing a level on his math computer program. He said, "I beat the level!" then high-fived his teacher and went back to work.</p> <p>Teachers communicated a high regard to student abilities. One teacher said, "It should be super silent. Do you think we can do it? I believe in you and I know we can do it." Another asked, "are you ready for a challenge?" and students responded, "challenge accepted!"</p>	Proficient	91%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	9%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team scored 70% of the observations as distinguished or proficient in this component. Observers noted consistent and effective procedures for transitions and handling materials in classrooms. Routines ran smoothly in most classrooms with little</p>	Distinguished	13%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>to no loss of instructional time. Teachers used timers, clapping, or countdowns to signal students and in most cases students responded immediately and demonstrated readiness for instruction or additional direction.</p> <p>In distinguished observations, students easily moved from whole group lessons to small group instruction back to whole group and then moved to centers with minimal teacher direction and no loss in instructional time.</p>	Proficient	57%
	<p>The QSR team rated 30% of the observations as basic in this component. The QSR team observed evidence of established procedures but teachers provided several reminders or had students "re-do" a procedure multiple times. In several observations some students seemed to know what to do while others waited for teacher instruction.</p> <p>There was some loss of instructional time as the teachers attempted to refocus off-task students. In an ELA class one teacher repeatedly left a small group and unsuccessfully attempted to redirect the same group of students multiple times.</p>	Basic	30%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team scored 70% of the observations as distinguished or proficient in this component. Across many of the observations, behavior was</p>	Distinguished	5%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>appropriate and aligned to the established school standards. Teachers used proximity and other strategies to monitor behavior, and recorded compliance/non-compliance in PREP notes. One teacher used private conversations to address minor behavior violations and another helped to deescalate an angry student by moving him to a new spot in the classroom without disrupting the lesson.</p>	Proficient	65%
	<p>The QSR team rated 30% of the observations as basic in this component. Behavior expectations were established but student behavior was inconsistent and at times negatively affected instruction. Teachers in these instances repeated expectations multiple times with uneven success. Some students continually left their seats and disrupted learning, while generally ignoring the teacher's attempts to redirect behavior.</p> <p>In several instances teacher language was harsh. One teacher repeatedly yelled across the room "why are you out of your desk?" and another issued a whole-class deduction for one student violating the noise expectations.</p>	Basic	30%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 75% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 91% of the observations as distinguished or proficient in this component. Teachers clearly stated lesson objectives, gave clear instructions, and engaged students in the learning tasks. In multiple classrooms teachers modeled the processes to be used by students and provided opportunities for students to confirm understanding of directions. During a writing exercise, the teacher invited a student to verify that note taking did not require complete sentences. In most classrooms teachers used whiteboards or projections to explain content or outline instructional purposes. In one class students used laptops to work in concert with teacher.</p>	Distinguished	9%
	<p>Teachers also described strategies students might use to support their learning. One teacher said, “When you are reading, you can think about how the characters are the same or different from each other”. In another observation the teacher asked students to use strategies while reading, such as tracking their words, looking at pictures as another way to understand context, and tapping out sounds. Another teacher encouraged students to think strategically as they are colored in specific shapes “while you are doing this you are thinking about the attributes of the shapes - its not just that its called a rectangle, but how many sides does it have? Is it flat or 3-D?”</p>	Proficient	82%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	9%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning /Prompts and Discussion Techniques	The QSR team scored 70% of the observations as distinguished or proficient in this component. Teachers posed open-ended questions with many possible answers and asked students to explain their responses. In one observation a teacher said, "What do you think will happen when Sam takes off his coat? Why?" and in another the teacher directed students to "turn and tell your partner why..." and allowed ample time for students to share.	Distinguished	5%
	Teachers looked for new students to respond and focused on engaging all students. Teachers led most discussions but included high rates of student participation.	Proficient	65%
	The QSR team rated 30% of the observations as basic in this component. Teachers in these observations predominantly asked questions that were procedural or led to a single path of inquiry such as, "what's the word?" or "How many do I have?" or "What do you notice about the benchmark?" In these instances students typically answered questions asked, but did not further the discussion.	Basic	30%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Engaging Students in Learning	<p>The QSR team scored 52% of the observations as proficient in this component. In these observations students were intellectually engaged in the lesson and activities were differentiated and aligned to the lesson objective(s). In multiple classrooms teachers grouped students for different kinds of activities and discussions. In a math observation students used Chromebooks and white boards to complete partner work while each teacher worked with small groups on place value and partial sums.</p>	Distinguished	0%
		Proficient	52%
	<p>The QSR team rated 48% of the observations as basic in this component. In several of these observations, students were primarily involved in learning tasks that required minimal thinking such as rote identification of site words or memorizing procedures related to regrouping. The QSR team noted in these observations that some students did not participate in class discussions or engage in the lesson and were off task talking unless the teacher worked directly with them.</p>	Basic	48%
Using Assessment in Instruction	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p> <p>The QSR team scored 87% of the observations as proficient in this component. Most teachers monitored student understanding using a variety of strategies and provided feedback to individual students. In one observation a timed "do now" was collected, reviewed, then shared with students. In another class students completed exit tickets focused on rounding to the nearest 10th or 100th.</p>	Unsatisfactory	0%
		Distinguished	0%
		Proficient	87%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 13% of the observations as basic in this component. In several of the observations the teacher did not articulate what high quality work should look like. At times the teacher asked students, "do you understand?" but did not assess individual understanding. In one observation the teacher did not follow up with a student who struggled with an answer.</p>	Basic	13%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
				<p>elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>