



May 10, 2019

Charles Moore, Board Chair
Monument Academy Public Charter School
500 19th St NE
Washington, DC 20002

Dear Ms. Williams,

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 2018-19 school year for the following reason(s):

- School eligible for 5-year charter review during 2019-20 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Monument Academy Public Charter School between March 18, 2019 – March 29, 2019. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: classroom environment and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Monument Academy Public Charter School.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures

cc: Emily Bloomfield, Co-founder/CEO and Denise Miles, Head of School

Qualitative Site Review Report

Date: May 10, 2019

Campus Information

Campus Name: Monument Academy Public Charter School (Monument Academy PCS)

Ward: 6

Grade levels: Fifth through eighth

Qualitative Site Review Information

Reason for Visit: School eligible for 5-year charter review during 2019-20 school year

Two-week Window: March 18, 2019 – March 29, 2019

QSR Team Members: One DC PCSB staff member and two consultants including one special education (SPED) specialist

Number of Observations: 12

Total Enrollment: 128

Students with Disabilities Enrollment: 52

English Language Learners Enrollment: 0

In-seat Attendance on Observation Days:

Visit 1: March 18, 2019 – 88.1%

Visit 2: March 20, 2019 – 89.0%

Summary

Monument Academy PCS's mission is "to provide students, particularly those who have or might have contact with the foster care system, with the requisite academic, social, emotional, and life skills to be successful in college, career, and community, and to create an outstanding school that attracts, supports, and retains exceptional and caring people."

DC PCSB observed mixed evidence that Monument Academy is providing students with adequate academic, emotional, and life skills. Most teachers communicated clear learning outcomes to students and attempted, with mixed results, to engage students in relevant and engaging learning tasks. Observations contained between five and fifteen students and most classrooms had at least two adults. Even with these small class sizes, observers saw many students off-task and sometimes disruptive. Adults, however, acted professionally when attempting to redirect students. In general, adults modeled healthy, respectful social interactions with each other and with students by speaking with respect and without judgment. Several teachers shared excitement with students about the things they were learning, whether it was surprising plot events in a novel or the interesting way magnets work. Teachers attempted to implement consistent behavior expectations, yet the results of these attempts were mixed, and some classes lost significant instructional time due to significant behavior challenges.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environment and instruction (see Appendix I and II). The QSR team scored 59% of observations as distinguished or proficient in the Classroom Environment domain. The highest rated component was *Creating an Environment of Respect and Rapport* with 73% of observations scored as distinguished or proficient. Most teachers at Monument Academy PCS were discretely attuned to individual student needs and were consistently calm, caring, and responsive. The lowest rated component was *Managing Classroom Procedures*, with half of observations scored as proficient or distinguished for efficient and intentional routines that maximized learning time. In the other half of observations, routines were established but ineffectively executed, resulting in loss of instructional time.

The QSR team scored 60% of observations as distinguished or proficient in the Instruction domain. *Communicating with Students* was the highest rated component with 75% of observations rated as proficient or distinguished for thorough and clear explanations of content. The lowest rated component was *Using Questioning/Discussion Techniques*, with less than half of observations (38%) rated as proficient or distinguished. In most observations teachers did the “heavy lifting” for students and did not require them to think deeply or explain their reasoning.

Governance

Charles Moore chairs the Monument Academy PCS Board of Directors. The school’s bylaws require the board to meet quarterly and the School Reform Act¹ (SRA) requires public charter schools to have two parent representative and a majority of DC residents on the Board. Monument Academy PCS has been compliant with its bylaws and the SRA for the past five years.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Monument PCS completed a [questionnaire](#) about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school’s articulated program. Overall, the school program did implement their stated program with fidelity as evidenced by engaged students in learning in learning in most of the observations described below.

- To support the learning of SWD, the school reported that they offer resources such as preferred seating, breaks within the classroom, calculators, and other

¹ <https://www.dcpccb.org/policy/school-reform-act>

accommodations as needed. DC PCSB observed a number of resources, including preferred seating, exercise bicycle desks in the self-contained classrooms. students given breaks during the class session, use of calculators and iPads. math manipulatives. and security blankets.

- While the school does not use the co-teaching model, most classes have a teacher's assistant within the class setting. The school stated that DC PCSB would see small group settings with Station Teaching, One-Teach, One Assist, and station rotations within the class setting. DC PCSB did not observe Station Teaching, but saw numerous examples of One Teach, One Assist. (In all of the self-contained classrooms there was more than one assistant.) DC PCSB observed students working on different activities: two students worked with the teacher and one played a math game with an assistant, but this is not an example of Station Teaching².
- To provide accommodations according to the IEPs of SWD, the school stated that DC PCSB would see accommodations such as structured breaks, noise proof earphones to remove distractions, preferred seating, clarification and repetition of directions, and extended time. The DC PCSB observed use of noise-canceling headphones, structured breaks preceding or following lessons, preferred seating (at exercise bike desks, on a sofa, on the floor, and at a separate table at the front or back of the classroom), and numerous examples of teachers repeating directions, including the use of clarifying questions.
- To provide modifications according to the IEPs of SWD, the school wrote that DC PCSB may see modified quizzes and classwork, extended time, and supplemental supports such as notes, formulas, highlighters, and charts. DC PCSB did not observe any quizzes or assessments, but did observe use of charts and manipulatives in the one-on-one pullout lesson. In this lesson the teacher used a chart with shapes and fractions to support students in a lesson on adding fractions. In all classrooms, SWDs were given the time needed to complete the work assigned, although in one classroom the quality of that work and student comprehension were not assessed prior to ending the lesson/activity. For example, in that classroom, a student simply copied definitions from an iPad and was allowed to put her notebook away without demonstrating that she understood the definitions.

² In Station Teaching, each teacher works with a small group of children who rotate among various stations to complete the different tasks related to the same instructional content/objective.

THE CLASSROOM ENVIRONMENT³

This table summarizes the school’s performance on the Classroom Environment 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 59% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain. Please see Appendix III for a breakdown of each subdomain score.

The Classroom Environment	Evidence	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team scored 72% of the observations as distinguished or proficient in this component. In the distinguished observations interactions among students and between students and the teacher were respectful, reflecting genuine warmth. Teachers used phrases such as, “Just a second sweetie,” and “Can you pick that up, lovebug?” When one student said he had been absent, the teacher said, “Yes, I remember you had the stomach bug last week.” Students helped and corrected one another with respect. When one student had difficulty pronouncing “solstice” while reading aloud, another jumped in to tell her the correct pronunciation. In another observation the teacher noticed one student assisting a peer and said, “Thank you, you’re doing a good job helping.”</p> <p>Teachers in proficient observations spoke to students in a uniformly respectful manner, reminding students to be respectful and modeling positivity by commenting on students’ contributions. Teachers remained consistent in their intolerance of disrespect and kept calm, non-judgmental tones.</p>	Distinguished	27%
		Proficient	45%

³ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	<p>The QSR team scored 27% of the observations as basic in this component. Teachers in these observations spoke to students respectfully, yet the results were mostly ineffective. For example, when a student continued to walk around the room during the “Do Now,” the teacher asked him, “What do you need to help you get started?” This student ultimately never sat down to work. Despite the teachers’ consistent respectful talk, several interactions between students in these observations were disrespectful and went unaddressed by teachers. Students used profanity and slurs toward each other on numerous occasions without the teachers hearing or reacting. In three different classes, students made insensitive jokes about their peers’ mental health.</p>	Basic	27%
	<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 54% of the observations as distinguished or proficient in this component. In the distinguished observation the teacher worked with each student individually, encouraging them to keep working through rigorous math problems, which all students were expected to complete. The teacher said, “You are so smart,” and “I want you to succeed.” The teachers in the proficient observations demonstrated a high regard for students’ abilities and the belief that with hard work, everyone could master the content. When a teacher was reading aloud to a student but had to leave to attend to others, she said in an optimistic tone, “You have three pages left, can you finish it up on your own?” The student nodded and got right back to the text.</p>	Distinguished	9%

The Classroom Environment	Evidence	School Wide Rating	
	<p>At the end of class this teacher said, "We only have three more chapters after this and then we're done!" The students responded with pride and excitement. Another teacher said encouragingly to a student, "I hope that sentence is complete and I hope you wrote it like an 8th grader!" In one observation a student asked if they had to simplify their answers, to which the teacher responded, "Yes of course!" The same teacher let students struggle saying, "You know this. Keep going." The student responded by taking it upon himself to get a whiteboard to show the teacher each of his steps.</p>	Proficient	45%
	<p>The QSR team scored 36% of the observations as basic in this component. These observations included some comments from teachers that indicated enthusiasm for learning such as, "This next part of the video is really interesting," and "Pay attention to this, this is important." However, students made comments such as, "I don't want to do this!" and "My hand hurts - I'm not about to keep writing!" Teachers tried to encourage hard work with mixed results, meaning some, but not all students engaged in the learning content.</p>	Basic	36%
	<p>The QSR team scored less than 10% of the observations as unsatisfactory in this component.</p>	Unsatisfactory	9%
Managing Classroom Procedures	<p>The QSR team scored half of the observations as proficient or distinguished in this component. In the distinguished observation students took responsibility for their own productivity during small-group and independent work, and helped each other transition smoothly between tasks.</p>	Distinguished	8%

The Classroom Environment	Evidence	School Wide Rating	
	<p>In this observation two students finished their independent reading and questions, quietly let the teacher know, and then walked together to the bookshelf to choose another book to read. At another point the teacher provided three questions for a small group of students to answer on her laptop. The teacher left her laptop with the students and they took turns answering the questions. In the proficient observations, students engaged productively with partners during station activities. The teachers provided all of the materials for experiments and small group activities as well as poster sheets with questions for each group to answer after they completed their tasks. Students also had notebooks to record their answers. In another observation students who needed math materials quickly retrieved bins on their own; distribution and clean-up of materials was efficient.</p>	Proficient	42%
	<p>The QSR team scored 42% of the observations as basic in this component. The basic observations were uneven. At times, significant instructional time was lost due to routines that functioned unevenly. In one observation the teacher projected a slide with group lists for a peer editing task, and gave clear instructions for logging onto Google Docs; however, it took some students 5 minutes and others 15 minutes to begin working. Routines such as the distribution of iPads and the forming of student groups had been established, yet students did not uniformly follow them and the teacher needed to continue prompting, resulting in lost learning time and off-task behavior.</p>	Basic	42%
	<p>The QSR team scored less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	8%

The Classroom Environment	Evidence	School Wide Rating	
Managing Student Behavior	<p>The QSR team scored 58% of the observations as distinguished or proficient in this component. When student misbehavior escalated, the teachers and aides responded quickly and effectively, working closely with students to get them back on track. In one observation a teacher effectively deescalated a student by engaging them in a relevant real-life math problem. Teachers and aides used humor, personal connections, and gentle redirections to address misbehavior.</p> <p>In the distinguished observation the teacher's method for monitoring behavior was subtle and preventive. During this lesson, students sat in groups of two or three, reading silently. If any of them began whispering, the teacher immediately walked over to them and successfully redirected their attention.</p>	Distinguished	8%
		Proficient	50%
	<p>The QSR team scored 33% of the observations as basic in this component. The basic observations were characterized by consistent, proportional, and respectful responses to nearly constant student misbehavior and with mixed results. A common technique that teachers in these observations used was to point out and praise students' positive behaviors. When the majority of the class was exhibiting misbehaviors such as off-topic talking, walking around room, or not doing the assigned task, the teachers made comments such as, "I appreciate Student X who is quietly watching the film," and "I'm waiting on the group in the front to listen before I continue talking." However, this strategy did not change the off-task behavior. Several teachers attempted to invoke the schoolwide behavior expectations and consequences. One student was cited for noncompliance for refusing to put on his shoes. Another student exited the room without asking, and the teacher said, "That will be an out of [learning] space violation; you will have a lunch detention with me." Despite the rampant noncompliance, the high level of consistency and respect teachers used places these observations in the basic range.</p>	Basic	33%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	8%

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 60% of classrooms as “distinguished” or “proficient” for the Instruction domain. Please see Appendix III for a breakdown of each subdomain score.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored 75% of the observations as proficient and none as distinguished in this component. Teachers in the proficient observations clearly communicated the learning goal on the board and at times on student handouts. Teachers’ explanation of content was clear, connected to students’ lives, and invited student participation and thinking. Teachers also modeled their expectations for the class. One teacher used sentence frames on the board to model for students how to take notes. On several occasions teachers suggested specific strategies students could use. One teacher emphasized the importance of using academic vocabulary accurately: “As you speak on how your device moves please make sure you are including the word <i>force</i> .” Students in multiple observations used key academic terms such as <i>north and south pole, repel, attract, transversal, parallel, intersecting, and congruent</i> .	Distinguished	0%
		Proficient	75%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 25% of the observations as basic in this component. The teachers' explanations did not invite students to engage intellectually or provide strategies they might use independently. In one classroom the assignment was to write sentences with vocabulary words, but the teacher did not encourage or support the students in understanding the words or how to use them purposefully. For example, the teacher asked the students to find three antonyms for the word "paraphrase." In another classroom the teacher helped students work on a math problem, but the teacher did all of the thinking and asked the student only to do the basic calculations.</p> <p>In the vocabulary lesson in one classroom, the words the students were being asked to define were: <i>prophecy, universal, theme, and dethroned</i>. The students copied the definitions verbatim. There was no attempt to link this to a larger lesson or context, or to connect the ideas to what the students might understand.</p>	Basic	25%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Using Questioning/ Prompts and Discussion Techniques	<p>The QSR team scored only 38% of the observations as distinguished or proficient in this component. In the distinguished observation, discussion was spontaneous, stemming from students' genuine reactions to and questions. In proficient observations teacher questions were occasionally low-level, but many questions were designed to promote student thinking and understanding. For example, one teacher consistently asked students to explain their thinking about the math problems they were working on, and pushed them to elaborate on their answers.</p>	Distinguished	13%
		Proficient	25%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 63% of the observations as basic in this component. Teachers' questions led students along a single path of inquiry, with answers seemingly determined in advance. In two math lessons the teacher set up the problem and took the students through it step-by-step, asking them only to do the basic calculations but not to engage with the concepts.</p> <p>Overall, discussion was minimal and focused on low-level questions. One teacher attempted to engage all students in the discussion by stopping at intervals during a video clip to pose questions. However, students only offered one-word answers. The teacher said, "Ask your classmates if they agree with that." One student raised his hand to indicate that he disagreed but there was no further discussion about <i>why</i> the student disagreed.</p>	Basic	63%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Engaging Students in Learning	<p>The QSR team scored 58% of the observations as proficient and none as distinguished in this component. In the proficient observations, most students attempted to engage with important, challenging content, whether determining why a fictional character made certain choices, analyzing the impact of force on movement, synthesizing ideas from an educational video, or calculating averages for a set of numbers. The lesson materials and topics aligned with the learning goals. In these observations teachers used strategies such as turn-and-talk, small groups, and stations to support student learning. Scaffolds included graphic organizers for Cornell notes, sentence frames, and word walls.</p>	Distinguished	0%
		Proficient	58%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 33% of the observations as basic in this component. In two observations the pacing led to low levels of student engagement. In both observations the tasks invited higher level thinking from students – one teacher asked students to create questions based on a news synopsis video, and the other asked students to peer-edit each other’s research essays through an online platform. One of the teachers moved around the classroom constantly, working with individuals as needed to engage them in the task. The other teacher provided strong and varied resources and scaffolds, such as graphic organizers, research articles, citation examples, and editing checklists. Despite this, only one or two students were engaged in the work for more than two minutes at a time. In the observation covering current events, the teacher gave students 20 minutes to watch the news clips and write their questions. Similarly, the other observation gave students 30 minutes to peer-edit essays. In another observation the vocabulary lesson allowed students to copy a definition from the board/their iPad and put it into a simple sentence, without requiring students to demonstrate that they understood.</p>	Basic	33%
	<p>The QSR team scored less than 10% of the observations in this component.</p>	Unsatisfactory	8%
<p>Using Assessment in Instruction</p>	<p>The QSR team scored 60% of the observations as distinguished or proficient in this component. In the distinguished observations assessment was fully integrated into instruction, and the teacher used questions to regularly diagnose evidence of learning for both individuals and groups of students. In one observation after a few students finished reading independently, the teacher led them through a series of questions to check comprehension. In the other observation the teacher walked around the room reviewing each student’s Do Now assignment, making small corrections as needed.</p>	Distinguished	20%

Instruction	Evidence	School Wide Rating	
	<p>In proficient observations there were ample opportunities for individualized feedback in small groups. Students had time and space to explain their reasoning and teachers were able to pinpoint misunderstandings. In one observation a teacher worked with two students while another teacher worked with three different students. After discussing a multi-step problem, the teacher said, "Ohhh, that makes perfect sense. But now I see, you forgot order of operations."</p>	Proficient	40%
	<p>The QSR team scored 30% of the observations as basic in this component. Feedback to students was general, and few students assessed their own work. The teacher in one classroom asked students to correct problems but students did not demonstrate that they understood the concept. Adjustment of the lesson in response to assessment was minimal or ineffective. When it was clear in one classroom that students did not understand the vocabulary lesson, the teacher made a few attempts to explain, and then just let the students use the iPads to look up definitions (even though the definitions were on the board). In another observation the teacher monitored student learning for the class as a whole. Individual students called out responses, and teacher feedback was global, such as, "Good, so you guys are paying attention, good job," and not oriented toward future improvement of work.</p>	Basic	30%
	<p>The QSR team scored 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	10%

APPENDIX I: CLASSROOM ENVIRONMENT 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.
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 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.
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 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.

APPENDIX III: SCORE BREAKDOWN BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	0%	9%	8%	8%	0%	0%	8%	10%
Basic	27%	36%	42%	33%	25%	63%	33%	30%
Proficient	45%	45%	42%	50%	75%	25%	58%	40%
Distinguished	27%	9%	8%	8%	0%	13%	0%	20%
Subdomain Average	3.00	2.55	2.50	2.58	2.75	2.50	2.50	2.70

	Domain 2	Domain 3
% of Proficient or above	59%	60%
Domain Averages	2.66	2.61