



May 23, 2014

Jack McCarthy, Board Chair  
AppleTree Early Learning PCS – Oklahoma Ave  
330 21<sup>st</sup> Street, NE  
Washington, DC 20002

Dear Mr. McCarthy:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 QSR during the 2013-14 school year for the following reason:

- School is eligible for a 10-year Charter Review during the 2014-15 school year

#### **Qualitative Site Review Report**

A QSR team conducted on-site review visits of AppleTree Early Learning PCS – Oklahoma Ave between March 31 and April 11, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. Members of the QSR team conducted 30 to 45 minute observations in classrooms. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. The team also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

The QSR team's report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery. The QSR results for the school were exceptionally strong. Congratulations!

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at AppleTree Early Learning PCS – Oklahoma Ave. Thank you for your continued cooperation as PCSB makes every effort to ensure that AppleTree Early Learning PCS is in compliance with its charter.

Sincerely,

A black rectangular box redacting the signature of Naomi DeVeaux.

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## EXECUTIVE SUMMARY

AppleTree Early Learning Public Charter School – Oklahoma Ave (AppleTree PCS – Oklahoma Ave) serves approximately 160 students in pre-kindergarten - 3 (PK3) through pre-kindergarten - 4 (PK4) and is part of a five campus pre-kindergarten network serving over 600 students. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at all campuses because AppleTree PCS is eligible for a 10-year Charter Review during the 2014-15 school year.

The QSR team conducted observations over the course of a two-week window, from March 31 - April 11, 2014. A team of two PCSB staff members (including a PCSB staff member with extensive special education experience) and one consultant conducted 12 observations. In each of the classrooms at AppleTree PCS- Oklahoma Ave, there was a lead teacher, teaching assistant, and teaching fellow. All of the observations were based on the student-teacher interactions among all of the teaching staff in the classroom. For the purpose of this report, an adult delivering instruction to students will be referred to as a “teacher.” The spirit of the QSR process is to observe the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR reflect what the QSR team observed in all learning environments within the school, including the one Special Education teacher observed in an inclusion setting. In some instances the review team observed a teacher twice. The QSR team used Charlotte Danielson’s *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In addition to this two-week window, a member of the QSR team also attended a Board of Trustees meeting in order to observe the school’s governance as it relates to fulfilling its mission and charter goals.

The QSR team rated 79% of the observations as proficient or above in the domain of Classroom Environments. The highest rated component within the Classroom Environments domain was Establishing a Culture for Learning with 100% of observations rated as proficient or exemplary. The teachers communicated the importance of learning and questions from many students indicated a desire to understand and explore the content. The lowest rated component in this domain was Managing Student Behavior, where 67% of observations were proficient or exemplary. At times the teachers’ response to student misbehavior was inconsistent or unnecessarily harsh.

The QSR team rated 85% of the observations as proficient or above in the Instructional Delivery domain. The highest rated components within this domain were Communicating with Students, Using Discussion and Questioning Technique, and Engaging Student in Learning, with 92% of observations scoring proficient or exemplary in all three components. Teachers clearly communicated what the students were learning and incorporated a wide range of vocabulary when talking with the students. The lowest scoring component in this domain was Using Assessment in Instruction with 67% of observations scoring proficient or above. During a small number of observations, the teachers globally assessed understanding without giving specific feedback to students.

**CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE**

This table summarizes AppleTree Early Learning PCS – Oklahoma Ave’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Review Visit.

Mission and Goals	Evidence
<p><b>Mission:</b> The mission of AppleTree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.</p>	<p>AppleTree PCS – Oklahoma Ave is meeting the mission of the school. The daily schedule provides the foundation to provide young children with the social, emotional, and cognitive foundations that will help them succeed in school. During the day students have time for small group/center activities, outdoor play, read aloud, journals, gross motor skills, and songs. Teachers adhere to the daily schedule and students know and understand the routines. Students transition through the activities with little loss of instructional time. Teachers maximize transitions by asking students to count, sing songs, or discuss alphabet letters while moving between activities.</p> <p><i>Social and emotional foundations:</i> Teachers consistently implement the school’s mission during all activities. To provide students with the social foundation to succeed in school, teachers help students work together, share, and cooperate. Teachers discussed these components with students using stories, questions, and one-on-one time. One teacher read a book about sharing and then led the class through questions and a discussion about how to share supplies and how to cooperate with others.</p> <p>All classrooms at AppleTree PCS – Oklahoma Ave also focused on providing an emotional foundation to enable students to succeed. One common theme in all observations was teachers asking the students if something was a “big deal” or “little deal.” For example a teacher would ask the class, “Is it a big deal or a little deal if I don’t have a</p>

Mission and Goals	Evidence
	<p>chance to call on you to answer the question right now?” The students would shout, “Little deal!” In addition to teachers discussing emotional learning with students, students also had a “Sit and Watch” chair and Feeling Center to go to when frustrated. Sometimes the teacher would direct the student to either station to calm down. In one PK4 classroom, a student went to the Feeling Center (a mat off to one side of the room) and took out the Feelings Journal where he sketched his feelings and then returned to the activity.</p> <p><i>Cognitive foundation:</i> To provide students with the cognitive foundation to succeed, AppleTree PCS – Oklahoma Ave has implemented a challenging curriculum to engage all students. Literacy and mathematics skills were incorporated throughout the day as students work on theme projects. Many students studied paleontologists and fossils during the two-week observation window. Students accessed the thematic unit on dinosaurs and paleontologists through writing, singing, centers, and class discussions Teachers provided a variety of activities and increased level of choice to keep students engaged and focused on the learning tasks.</p>
<p><b>PMF Goal # 1: Student Progress – Academic Improvement over time</b> <i>Effective Instruction supporting student academic progress and achievement in reading and math.</i></p>	<p>The teachers incorporated developmentally appropriate reading and math instruction into all activities of the day. During morning meetings students graphed the weather, practiced the sounds from the letters of the week, discussed the day and the month of the year, and talked about the numbers of the week. Students also sang songs they chose and had the opportunity to “get the wiggles out” while dancing.</p> <p>Pre-literacy skills were infused throughout the day. Read Aloud time enabled the teacher to dissect a book in many ways. Teachers asked questions about the sequence of events and conducted pictures walks. In rooms where students had evidently read the book a few times, the</p>

Mission and Goals	Evidence
	<p>teachers asked about the main characters, setting, and character traits. Students practiced singing songs that focused on letters, sounds, and a variety of vocabulary terms during song time and practiced letters or words during journal time.</p> <p>The school has implemented effective instruction in math to support students' academic progress. Teachers incorporated math instruction throughout the day including songs that were focused on numbers and counting. However, the math instruction was not as structured as the literacy instruction. One teacher asked students to hold a thumb up if they like the paleontologist song and directed one student to count the thumbs. The class then compared that number to the number of students who liked the bear hunt song.</p>
<p><b>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards</b>  <i>Moving students to advanced levels of proficiency in reading and math.</i></p>	<p>Teachers had multiple opportunities to differentiate learning for students throughout the day in both reading and math instruction. Generally, students worked in leveled groups in all classrooms and the teachers rotated through, differentiating instruction by spending more time with students who needed more attention.</p> <p>The teachers wrote notes throughout the lessons, assessing and tracking the skills of the students during most observations.</p>
<p><b>PMF Goal #3: Gateway – Outcomes in key subjects that predict future educational success</b>  <i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p>	<p>See evidence described in goals #1 and #2 above.</p>
<p><b>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement</b></p>	<p>The school has created a culture of learning and support in the classrooms. In addition to the literacy, mathematics, social, and</p>

Mission and Goals	Evidence
<p><i>Culture of learning and support in the classrooms</i></p>	<p>emotional skills discussed under the school’s implementation of its mission and goals #1 and #2, the curriculum allows students to explore arts, social studies, scientific inquiry, communication, physical development, and approaches to learning. As evidence that the school has incorporated the multiple early childhood domains into the daily activities observers saw teachers encourage students to use a variety of materials, including scissors, glue, construction paper, colored pencils, and crayons. During center time activities such as water tables, sand tables, toy tools, and painting helped to incorporate the learning theme. Students uncovered fossils with paintbrushes and toy pliers and gently moved them to the museum or painted the landscape in which dinosaurs lived during the week of archeology and paleontology.</p>
<p>Board Governance</p>	<p>Two overlapping governing boards that attend one joint meeting oversee AppleTree Institute and AppleTree Early Learning Public Charter School. A PCSB staff member observed the board meeting on January 28, 2014. Both boards carried out business for both entities at this meeting. It was not clear which board members were on which board. At the January 28<sup>th</sup> board meeting, seventeen board members were in attendance and they voted for Cal Leonard (consultant from the New Schools Venture Fund) to join the board. It was unclear which board he joined, but all 17 members voted, which leads PCSB to believe he is part of the Institute’s board but not the charter school’s. On May 2, 2014, AppleTree clarified that the eleven members of the AppleTree Early Learning PCS Board are also on the AppleTree Institute board with other members. While on paper there is a distinction, in practice, there still appears to be a conflict of interest. Additionally while not in conflict with the School Reform Act, the board chair of the school is also the President and CEO of AppleTree Early Learning PCS, which is not a best practice.</p>

Mission and Goals	Evidence
	<p>AppleTree Institute provides services to other DC public charter schools, including CLASS observation evaluations and has proposed to PCSB to conduct the CLASS observations for the AppleTree Early Learning PCS campuses. While the board meeting is divided into two sections and the board chair stopped a vote on charter school finances during the AppleTree Institute portion of the meeting, acknowledging the PCSB observer, this division of the Board’s business is not enough to provide sufficient independence between the two entities to allow for AppleTree Institute to evaluate AppleTree Early Learning PCS.</p> <p>During the public charter school portion of the meeting, Anne Malone, Chief of Schools, reported on attendance goals and MySchoolDC applications. Ms. Malone also spoke on teacher retention and school culture. The board approved an amended budget and discussed the upcoming charter 10-year review.</p>

**CLASSROOM ENVIRONMENT<sup>1</sup>**

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 79% of the observations as “proficient” or “exemplary” for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>The QSR Team rated 75% of the observations proficient or exemplary in Creating an Environment of Respect and Rapport. In these classrooms teachers referred to students as “friends” and supported students through high-fives and praise, such as “Good job!” and “You are an awesome girl!” Teachers consistently responded to and redirected disrespectful behavior.</p>	Exemplary	25%
	<p>Students initiated a compliment to another student who had been working hard or behaving positively in a few observations. One teacher awarded stars because everyone participated in the activity.</p>	Proficient	50%
	<p>In 25% of the observations, teachers either exhibited a lack of warmth or used harsh tones when interacting with students. In one observation the teacher used a harsh tone with interacting with a student and the student’s body language indicated feelings of hurt. Another teacher was particularly impatient when working with small groups, saying, “Just write it down.” and “I told you to write it here.”</p>	Satisfactory	17%
		Limited	8%
<p><b>Establishing a Culture for Learning</b></p>	<p>The QSR team rated 100% of the observations as proficient or exemplary in Establishing a Culture for Learning. All teachers communicated the importance of learning to students, saying, “It is important that we all learn this, it will help us be good at other things.” and, “That is good, you all knew it. Students, can we do</p>	Exemplary	25%

<sup>1</sup> Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
	<p>one more?” Teachers expected effort and participation from all students. Students responded by being persistent and completed high quality work. Students were excited to share their work with the teacher and other students.</p>	Proficient	75%
	<p>The QSR team scored 0% of the observations as below proficient.</p>	Satisfactory	0%
		Limited	0%
<b>Managing Classroom Procedures</b>	<p>The QSR Team rated 75% of the observations proficient or exemplary in Managing Classroom Procedures. Teachers used countdowns, claps, or bells to quickly transition students. Instructional time was maximized due to the efficient routines and procedures.</p>	Exemplary	33%
	<p>During one observation students were acting out a bear hunt with the music. When the teacher needed them to lower their voices and focus on her, she said, “Please catch a bubble.” Another teacher indicated she needed quiet for a task and students put their fingers to their lips.</p> <p>When teachers signaled the change of an activity, the students took the initiative to distribute and collect materials needed for the next lesson.</p>	Proficient	42%
	<p>In 25% of the observations, transitions and routines functioned unevenly resulting in lost instructional time. For example, one uneven transition occurred when some students left the carpet while others waited for the teacher to excuse them.</p>	Satisfactory	25%
		Limited	0%

Classroom Environment	Evidence Observed	School Wide Rating	
<b>Managing Student Behavior</b>	<p>The QSR Team rated 67% of the observations proficient or exemplary in Managing Student Behavior. Standards of conduct were established and the teachers' response to misbehavior was effective and consistent in these classrooms. Teachers praised positive behavior. Teachers directed students who were not following directions to sit in the "Sit and Watch" chair to learn from other students who were on task and behaving appropriately. Students also knew they could go to the "Feeling Center" if they needed to calm down.</p> <p>In a few observations student behavior was entirely appropriate and there was no evidence of student misbehavior. Even in these exemplary instances, teachers still monitored student behavior, at times without speaking, just moving about the classroom.</p>	Exemplary	17%
		Proficient	50%
	<p>In 33% of the observations, the teachers' response to student misbehavior was inconsistent and sometimes very harsh. In a few classrooms it appeared that the teacher struggled with how to maintain positive behavior for some students. When one student hit another student with her pencil, the teacher yelled at the student, "We don't do that." When the student would not apologize, the teacher ignored the student for approximately 10 minutes. In another instance when a student refused to go to the "Sit and Watch" chair, the teacher pulled her over. The student refused to sit down the teacher and student argued until the teacher left.</p>	Satisfactory	33%
		Limited	0%

## INSTRUCTIONAL DELIVERY

This table summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below “proficient” to be under the standard of quality expected of DC charter schools. The QSR team scored 85% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Communicating with Students</b>	The QSR team rated 92% of the observations proficient or exemplary in Communicating with Students. Teachers clearly stated the purpose of the lesson and used challenging, age-appropriate vocabulary in all classrooms. The teachers’ explanation of the content was clear which invited student participation and thinking. Teachers also incorporated additional vocabulary when reading books to the class, such as “cooperate,” “compromise,” “museum,” and “illustrate.” Teachers modeled vocabulary and then invited students to use the new words in sentences.	Exemplary	25%
	The QSR team scored fewer than 10% of the observations as below proficient.	Proficient	67%
		Satisfactory	8%
		Limited	0%
<b>Using Questioning and Discussion Techniques</b>	The QSR team rated 92% of the observations as proficient in Using Questioning and Discussion Techniques with none scoring exemplary. In these classrooms teachers used open-ended questions inviting students to discuss multiple possible answers. For example teachers asked students, “What words start with our letters of the week?” and, “How can a dinosaur	Exemplary	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>defend itself?” Teachers then used students’ responses to continue the discussion. Students had the opportunity to write their name next their responses when brainstorming.</p> <p>Student discussions also occurred during small group and center time. These discussions were related to the activity and to the thematic unit. One group of students was playing with measuring tapes and toy dinosaurs. The students were discussing how long each dinosaur was and comparing lengths of the dinosaurs.</p>	Proficient	92%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	8%
		Limited	0%
<b>Engaging Students in Learning</b>	<p>The QSR team rated 92% of the observations as proficient or exemplary in Engaging Students in Learning. Virtually all students were highly engaged in the lessons in many classrooms. Students had extensive choice in how they completed tasks and the materials and resources supported the learning goals. Students actively worked on completing graphic organizers, writing their own ideas, designing their own artwork, and creating their own play experiences. Additionally the pacing of the lessons provided the time needed for students to be intellectually engaged.</p>	Exemplary	33%
		Proficient	58%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	8%
		Limited	0%
<b>Using Assessment in Instruction</b>	<p>The QSR team rated 67% of the observations proficient in Using Assessment in Instruction. Teachers posed questions, monitored student progress by taking notes, and provided accurate, specific feedback in many classrooms.</p>	Exemplary	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	Teachers circulated throughout all of the centers to monitor student learning and offer feedback on tasks. During small-group instruction teacher elicited evidence of individual student understanding letters, sounds, and the structure of the story.	Proficient	67%
	The QSR team rated 33% of the observations below proficient. In some observations teachers made global statements for feedback, such as “Does anyone have a question?” One teacher focused on behavior instead of monitoring the students’ learning. One teacher only asked questions to the left side of the group and did not address any to the students on the right.	Satisfactory	25%
		Limited	8%

**APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>Classroom Environment</b>	<b>Limited</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Creating an Environment of Respect and Rapport</b>	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.
<b>Establishing a Culture for Learning</b>	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.
<b>Managing Classroom Procedures</b>	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.

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
<b>Managing Student Behavior</b>	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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC**

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Communicating with Students</b>	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.
<b>Using Questioning and Discussion Techniques</b>	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.
<b>Engaging Students in Learning</b>	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.

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
<p><b>Using Assessment in Instruction</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>