



January 12, 2015

Valerie Smith, Board Chair
MM Bethune PCS
1404 Jackson St NE
Washington, DC 20017

Dear Ms. Smith:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews 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 Qualitative Site Review during the 2014-15 school year for the following reason:

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

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of *MM Bethune PCS* from September 22 – October 3, 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. We also visited a board meeting.

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, the 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 MM Bethune PCS.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

MM Bethune PCS serves 398 students in grades prekindergarten 3 (PK3) - 8 in Ward 5. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in September 2014 because MM Bethune PCS is eligible for 10-year Charter Review during 2014-15 school year.

The QSR team conducted observations over the course of a two-week window, from September 22 – October 3, 2014. A team of two PCSB staff members and two consultants (including a Special Education consultant) conducted 21 observations of classrooms. A PCSB staff member also attended a Board of Trustees meeting. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances, a QSR team may have observed a teacher twice.

The QSR team scored 63% of the observations as distinguished or proficient in the Classroom Environment domain. The highest rated component within this domain was Creating an Environment of Respect and Rapport, with 71% of classrooms rated as proficient. Many of the teacher and student interactions were friendly and some teachers were able to successfully redirect disrespectful behavior. Some classrooms had well-developed procedures and routines and in others the teachers were observed establishing them. The lowest rated component within this domain was Establishing a Culture for Learning, with 52% of classrooms rated as proficient. The QSR team did not see consistent examples of classrooms where learning was valued by all or where high expectations were maintained for all students.

The QSR team scored just over half (54%) of the observations as proficient in the Instruction domain and none scored in the highest domain of distinguished. The highest rated component within this domain was Communicating with Students, with 67% of classrooms rated as proficient. In these observations, the purpose of the lesson, directions, procedures and lesson content were explained clearly to students. The lowest rated component within this domain was Using Questioning & Discussion Techniques, with 47% of classrooms rated as proficient. In many observations, the questioning and discussion did not enhance student thinking and most activities observed were not rigorous or challenging for students. Often the questioning focused on the recall of basic information.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes MM Bethune’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 Visit.

Mission and Goals	Evidence
<p>Mission: The mission of MM Bethune PCS is to implement a high-performing day school that provide a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.</p>	<p>The QSR team observed evidence that MM Bethune PCS is carrying out parts of its mission.</p> <p><i>Challenging academic program</i> The school runs a half-day Spanish immersion program for students in grades PK - 2nd grade, where the Spanish portion of the day is focused on Spanish language development. Students in grades 3-8 take Latin.</p> <p>Most of the observations, in both Spanish and English, lacked rigorous questioning or discussion. Only 54% of the classrooms scored proficient, and none distinguished, in the Instruction Domain. In one of the Spanish Immersion classrooms, everything was translated for students and teachers did not ask questions related to the content, rather if the students understood what was being spoken in Spanish.</p> <p><i>Supportive, Diverse Learning Environment</i> The school uses a co-teaching model with multiple staff members in classrooms. In the Special Education classrooms there were one to four adults present and teachers worked with students in small groups and one on one. In many classrooms it was unclear who the lead teacher was because all of the adults were effectively working with students. There were many examples of groups of teachers planning together during their planning period.</p>

Mission and Goals	Evidence
	<p><i>Parental Involvement</i></p> <p>The school has a full time parent coordinator on staff, who led a session with parents about learning how to read to their child. A notice was posted about a future session for parents on bullying. Parents were also observed helping students in the school garden. There were also computers designated in the school building for parent use.</p>
Goals:	
<p>10% of students participating in MMBAPCS Spanish Immersion Program for 3 years will speak and read in Spanish at a proficient range as indicated by teacher created assessments.</p>	<p>While the team was not able to assess whether or not 10% of the population was able to speak and read after three years of being at the school (kindergarten), the team confirms that half of the day is taught in Spanish for students in grades PK - 2nd grade. The Spanish instruction focused on language development. Students were able to follow along and translate materials in Spanish and some assignments involved students writing in Spanish, as evidenced by work posted on the walls. Based on the observations, students appeared to have basic levels of comprehension in Spanish, but there was no synthesis or application of information.</p>

Mission and Goals	Evidence
<p>Students in grades 3-8 will achieve proficiency rates at or above the state average in math on the DC CAS.</p>	<p>While overall only 54% of the teachers scored proficient in instructional delivery - and none as distinguished, observers saw mathematical skills such as exponents, place value, order of operations, addition, subtraction, multiplication, and long division. Students were engaged in most of the math classrooms. In one observation, students seemed challenged as they tackled the Do Now. In some classes, students were learning how to identify key words in word problems to identify what operation to use to solve the problem. However most of the math instruction observed was focused on computational skills, rather than conceptual understanding or problem solving. In one of the math classrooms, the teacher conferred with another teacher to ensure that she was teaching long division accurately and still made errors.</p>
<p>Students in grades 3-8 will achieve proficiency rates at or above the state average in reading on the DC CAS.</p>	<p>While overall only 54% of the teachers scored “proficient” in instructional delivery—and none distinguished, observers saw several examples of differentiation in the reading classes. The teachers used small group instruction and worked one on one with students. There were many read-alouds observed and, in one instance, the students had the opportunity to ask thought-provoking questions about what they had heard. In other reading classes, students were taught pre-reading strategies, how to make inferences and identify text features. Teachers focused on teaching key vocabulary and students worked on their sight words and short vowel sounds in other classrooms.</p>
<p>Students in grades 3-8 will achieve a median growth percentile (MGP) at or above 50% in reading on the DC CAS.</p>	<p>See evidence described in goal #3.</p>
<p>Students in grades 3-8 will achieve a median growth percentile (MGP) at or above 50% in math on the DC CAS.</p>	<p>See evidence described in goal #2.</p>

Mission and Goals	Evidence
Continue faculty intellectual and professional development and to pursue further education in a primary academic discipline.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will meet or exceed the DC charter sector average in in-seat attendance.	The QSR team neither looked for nor observed any evidence related to this goal.
70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate growth by advancing to the next age or scoring “pass” by the spring administration on the Learning Accomplishment Profile Diagnostic (LAP-D) assessment.	While overall only 54% of the teachers scored “proficient” in instructional delivery—and none distinguished, observers saw the PK classes used a literacy-based, thematic approach. The current theme, sharing, was integrated with the development of creative movement, early literacy, and other readiness skills. Students participated in a read-aloud, reading independently, distinguishing letters and numbers, sorting by colors and shapes, singing the alphabet song, using templates to form letters, and using blocks for building a tower. According to the white board displays in classrooms, students focus their study on a letter of the week and a number of the week.
65% of all K-2 students will demonstrate "average" or "above average" growth in reading as evidenced by the following assessments: Kindergarten – GOLD Grades 1 and 2 – Discovery.	See evidence described in goal #3.
65% of all K-2 students will demonstrate "average" or "above average" growth in math as evidenced by the following assessments: K- GOLD Grades 1 and 2 – Discovery.	See evidence described in goal #2.

Mission and Goals	Evidence
60% of 1 st and 2 nd grade students will demonstrate reading proficiency as demonstrated by the Discovery assessment.	See evidence described in goal #3.
60% of 1 st and 2 nd grade students will demonstrate math proficiency as demonstrated by the Discovery assessment.	See evidence described in goal #2.
Internalize the values of personal responsibility, individual freedom, and respect for others.	The QSR team scored 71% of the teachers scored as proficient in creating a culture of respect and rapport; observers saw many classrooms in which students were respectful to one another and the teachers. Many classrooms had “essential agreements” posted. In some classrooms students had signed these essential agreements. The QSR team saw evidence of the MM Bethune Checkbook implemented in some classrooms.
90% of parents surveyed will report “satisfied” or “highly satisfied” with the school on the end of year parent survey.	The QSR team neither looked for nor observed any evidence related to this goal.
School will meet AYP established by the DC State Accountability Office.	This goal has not been historically measured.
To acquire research skills as a means of developing individualized learning, independent thinking, and self-reliance.	This goal has not been historically measured.
To understand, model and foster independent thinking skills, creative problem solving, and abstract reasoning.	This goal has not been historically measured.
To assess student performance frequently and objectively.	This goal has not been historically measured.

Mission and Goals	Evidence
50% of our students will achieve a passing score on a school selected writing examination.	This goal has not been historically measured.
All students will possess technological competence as measured by: student technology portfolios; utilization of internet (e-mail for personal communication, research, etc.)	This goal has not been historically measured.
Acquire a genuine love of learning that will be a lifelong source of strength and enjoyment.	This goal has not been historically measured.
Develop with parents and students, a cooperative partnership based on mutual respect and objectivity.	This goal has not been historically measured.
Maintain fiscal integrity through compliance with the federal and local laws, and accountability standards, and reporting to the public.	This goal has not been historically measured.
Provide timely and effective professional development opportunities to faculty and staff.	This goal has not been historically measured.
To appreciate the human capacity and drive to enjoy and improve the quality of life over time.	This goal has not been historically measured.
To acquire an appreciation for the fine and performing arts.	This goal has not been historically measured.
Staff will express school satisfaction.	This goal has not been historically measured.
Provide a rigorous, academic curriculum that promotes high levels of student academic achievement with emphasis on foreign language acquisition, art and music.	This goal has not been historically measured.
Foster high self-esteem through stimulating intellectual challenge and meaningful academic accomplishment.	This goal has not been historically measured.

Mission and Goals	Evidence
Inspire in students a lifelong love of learning and a desire for self-development.	This goal has not been historically measured.
Create a community of peers who value scholarship, academic achievement, and creativity.	This goal has not been historically measured.
Have high expectations for performance in all curriculum areas.	This goal has not been historically measured.
Reason critically, solve problems creatively, develop intellectual integrity, tolerate ambiguity, and express ideas competently and fluently in oral and written presentations.	This goal has not been historically measured.
Governance:	A PCSB staff member attended the board meeting of MM Bethune on September 16, 2014. A quorum was present. The meeting included a discussion of financial data, a report out by the Executive Director and Principal, nominations for the 2014 Board of Trustees; and preparation for the school's upcoming accreditation visit. The Executive Director shared that the school has a new administration and many new teachers this school year. The team reviewed DC CAS and PMF data from the previous school year as well as its IB candidacy for the upcoming school year. The school also discussed the signing of a new lease, ongoing building renovations and ongoing student enrollment in some of the grades.

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 63% of observations as “proficient” for the Classroom Environment domain, with 5% scoring “distinguished.”

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 71% of observations proficient, and none distinguished, in Creating an Environment of Respect and Rapport. In these observations teachers and students had a positive, respectful rapport with one another. During many observations the teachers joked with students in a professional way. For example when one student made a silly mistake, the teacher joked, “Are you okay? Are you feeling well today?” Some teachers circulated the classroom monitoring students and encouraged their efforts.</p>	Distinguished	0%
		Proficient	71%
	<p>The QSR team scored 29% of observations basic or unsatisfactory in Creating and Environment of Respect and Rapport. These observations had interactions among the students and teachers, which were not always respectful. In one classroom the teacher was observed yelling directions. In other classrooms students constantly talked over each other or the teachers ignored disruptive, disrespectful behavior. In two observations the teachers seemed annoyed with student questions and used sarcasm inappropriately when communicating with students.</p>	Basic	24%
		Unsatisfactory	5%
Establishing a Culture for Learning	<p>The QSR team scored 52% of observations proficient, and none distinguished, in Establishing a Culture for Learning. In some of the early childhood classrooms, the students were excited about their classroom duties and encouraged each other to clap for their peers’ efforts. In many classrooms there</p>	Distinguished	0%

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

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>was a common blackboard configuration with the agenda, lesson objective and agenda posted. Some classes used university names. In some of the Spanish immersion classrooms, the teachers praised and encouraged the students' persistence when they spoke in Spanish.</p>	Proficient	52%
	<p>The QSR team scored 48% of observations basic in Establishing a Culture for Learning. In some classrooms students were compliant and followed the rules, but the teachers appeared to just be going through the motions. In one observation the teachers were talking with one another at their desk and the students were not engaged in learning when the observer entered the classroom. Although it was the fourth week of school, some hall and classroom bulletin boards were bare. In another classroom the students were not working with the teacher during group work time spent more time talking than working.</p>	Basic	48%
	<p>Although it was the fourth week of school, some hall and classroom bulletin boards were bare. In another classroom the students were not working with the teacher during group work time spent more time talking than working.</p>	Unsatisfactory	0%
Managing Classroom Procedures	<p>The QSR team scored 62% of observations proficient, and none distinguished, in Managing Classroom Procedures. During these observations the routines worked efficiently and in others the teachers were still working on teaching the classroom procedures to students. In some of the early childhood observations, students were assigned daily classroom jobs and were familiar with their seats on the carpet. There appeared to be school-wide procedures for transitioning in the hallways. In several observations there was minimal time lost due to a lack of classroom organization and management.</p>	Distinguished	0%
	<p>The QSR team scored 38% of observations basic or unsatisfactory in Managing Classroom Procedures. In one observation the Do Now lasted longer than 20 minutes. In another observation the transition between the whole group activity and small group activity took several minutes to complete. In other observations there was no evidence of any classroom routines or procedures.</p>	Proficient	62%
	<p>The QSR team scored 38% of observations basic or unsatisfactory in Managing Classroom Procedures. In one observation the Do Now lasted longer than 20 minutes. In another observation the transition between the whole group activity and small group activity took several minutes to complete. In other observations there was no evidence of any classroom routines or procedures.</p>	Basic	33%
		Unsatisfactory	5%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Student Behavior	The QSR team scored 67% of observations distinguished or proficient in Managing Student Behavior. In several classrooms students were well behaved and teachers addressed misbehavior accordingly. The standards of conduct were posted in many classrooms. Teachers used strategies such as proximity, clapping, turning the lights off or maintaining eye contact to monitor behavior. Some teachers asked to students to sit in the SLANT position and others used the school wide incentive program to reward students for their good behavior.	Distinguished	5%
		Proficient	62%
	The QSR team scored 33% of observations basic, and none unsatisfactory in Managing Classroom Behavior. During some of the observations, teachers did not address poor behavior successfully. One of the teachers had to shout over students to be heard. In another observation, students spoke over one another and left their groups without permission.	Basic	33%
		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 54% of observations as "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 67% of observations proficient, and none distinguished, in Communicating with Students. In most of the observations, the instructional purpose of the lesson was made clear to students. Directions and procedures were generally communicated clearly to students. The expectations for learning were evident in most classrooms. There were several examples of the teachers explaining content clearly to students and scaffolding the material to ensure it was understood by all of the students.	Distinguished	0%
	The QSR team scored 33% of observations basic or unsatisfactory in Communicating with Students. In one classroom there was a math content error made when explaining how to identify the operation to use when certain key words are seen in a word problem. In two observations classroom the learning activities did not match the lesson objective.	Proficient	67%
		Basic	28%
	Unsatisfactory	5%	
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 47% of observations proficient in Using Questioning/Prompts and Discussion Techniques. In some of the classrooms the teachers asked open-ended questions which required critical thinking. For example in one of the classrooms there was a discussion	Distinguished	0%

Instruction	Evidence Observed	School Wide Rating	
	among the students about the difference between a terminating and repeating decimal. In another observation, the teacher asked the students to describe why it was important to develop the League of Nations. In another observation students had to explain whether they thought it was a good idea for our country to use the atomic bomb. Some teachers also used adequate wait time when asking questions to give students a chance to respond.	Proficient	47%
	The QSR team scored 53% of observations basic or unsatisfactory in Using Questioning and Discussion Techniques. In about half of the observations, the QSR team observed the teachers only asking low level questions. Students were simply asked to recall facts or procedures. Some of the questions were quickly posed to students with minimal time for students to respond and think about the answer. In another observation the questioning and discussion was only with a small group of students.	Basic	43%
		Unsatisfactory	10%
Engaging Students in Learning	The QSR team scored 52% of observations proficient, and none distinguished, in Engaging Students in Learning. In many observations the small student teacher ratio enabled the teachers to effectively engage students. In several observations the teachers facilitated small groups to directly support the students. Teachers also used learning stations and homogeneous grouping to differentiate learning tasks.	Distinguished	0%
		Proficient	52%
	The QSR team scored 48% of observations basic, and none unsatisfactory, in Engaging Students in Learning. In some of the early childhood classrooms, there was inconsistent engagement during the learning activities. As mentioned earlier in some of the observations, the pacing of	Basic	48%

Instruction	Evidence Observed	School Wide Rating	
	the lesson was uneven. During some observations the teachers used instructional groupings that were not successful in achieving the lesson objective. When the whole group read aloud was not successful in one observation, the teacher tried to break the students off into small groups, but students never became engaged in the lesson.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 48% of observations proficient, and none distinguished, in Using Assessment in Instruction. In approximately half of the classrooms, the teachers used questioning, exit tickets, pop quizzes and other follow-up assignments to check for student understanding and monitor students' performance. Many teachers also provided specific, timely feedback to students when their answers were incorrect.	Distinguished	0%
		Proficient	48%
	The QSR team scored 52% of observations basic or unsatisfactory in Using Assessment in Instruction. In one observation there were no examples of assessment observed. In many classrooms it was unclear how the learning activity would be evaluated. In several classrooms if feedback was given at all, it was general. During another observation the teacher never checked the student work.	Basic	47%
		Unsatisfactory	5%

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.
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.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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.
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.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p>Using Assessment in Instruction</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>