

QUALITATIVE SITE REVIEW REPORT

EXECUTIVE SUMMARY

KIPP DC – College Preparatory Public Charter School (KIPP DC – College Prep PCS) is part of the KIPP DC PCS network. This campus opened in school year 2009-10. KIPP DC – College Prep PCS serves 454 students in grades 9 through 12 in Ward 5. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in February 2015 because KIPP DC is eligible to petition for 15-year Charter Renewal during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from February 2 through February 13, 2015. 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 also collected evidence regarding the school’s stated mission and goals.

A team of three PCSB staff members (including PCSB’s Special Education Specialist) and two consultants conducted 29 observations. A member of the QSR team also attended a Board of Trustees meeting.

PCSB’s Special Education Specialist observed both general education and special education teachers working together to provide students with academic and behavioral support in classrooms. In a co-taught classroom, the general education teacher primarily facilitated the lesson while the special education teacher circulated to address the needs of specific students without actively facilitating the lesson. KIPP DC’s holistic approach to providing case management and special education services for students with disabilities was evident through observations of various models (e.g., co-teaching model, resource room, self-contained classes, etc.). Within many of the classrooms designated for special education services, either the class sizes were kept small to ensure that students could receive ample supports from the teacher; or two teachers were assigned to the classroom to team-teach the lessons. In general education classrooms, students with disabilities could not be easily identified and all students appeared to be comfortable and happy in the school environment. The school is providing a safe, positive environment for its students where they are receiving high quality instruction.

The QSR team scored an impressive 84% of the observations as distinguished or proficient in the Classroom Environment domain. The highest rated elements within this domain were Managing Classroom Procedures and Managing Student Behavior, both with 86% of observations rated as proficient or distinguished. Procedures and routines were well established in classrooms and posted on hallways. There was little loss of instructional time as students walked into classrooms and started their Do Nows without prompting by the teachers. The QSR Team saw minimal negative behaviors among students, and in the rare instances where there were behavior problems, teachers handled them efficiently without incident.

The QSR team scored 72% of the observations as distinguished or proficient in the Instructional Delivery domain. The highest rated element within this domain was Communicating with Students, with 90% of observations rated as proficient or distinguished. Teachers clearly communicated content using a variety of strategies, and continually referred to the lesson objectives for the duration of classes. Using Questioning and Discussion Techniques was the lowest rated element within this domain, with 45% of observations rated as proficient or distinguished. Most of the discussions were teacher-led with limited student-to-student discussions.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes KIPP DC PCS’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:</p> <p>KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.</p>	<p>The QSR team found evidence that KIPP DC – College Prep PCS is working to meet its mission.</p> <p><i>Create and sustain the highest quality school system</i> The quality of the school is demonstrated by its high ratings on the <i>Framework for Teaching</i> rubric, with 84% of observations rated as proficient or distinguished in the <i>Classroom Environment</i> domain, which deals with the creation of an environment of respect, the learning culture, and the management of classroom procedures and student behavior. The classroom and school environment fostered high expectations, with bulletin boards, hall displays, banners and slogans related to universities and hard work, including “Leave Nothing Blank” and “Work Smart.” The ratings in the <i>Instruction</i> domain were also high, with 72% of observations rated as proficient or distinguished. Teachers presented content clearly to students using a number of different strategies, including modeling by the teacher where appropriate. Observations were marked by high engagement on the part of students in the learning tasks.</p> <p><i>Develop knowledge, skills, and character</i> Students throughout observations were highly engaged in the academic content of lessons, with 76% of the observations rated as proficient or distinguished in Engaging Students in Learning. Hallways and classrooms included quotes from prominent authors and leaders encouraging positive character traits like determination, persistence and effort. Students demonstrated their desire to learn</p>

Mission and Goals	Evidence
	<p>through consistent participation in classroom activities. Teachers throughout observations stressed the importance of preparation and students maintaining good notes about content for themselves.</p> <p><i>Students become thoughtful, influential, and successful in the competitive world</i></p> <p>Teachers encouraged success in the competitive world throughout observations. The QSR team observed students discussing morality and their impact on the world around them, as well as social, political, and economic theories to help inform decisions as future citizens. The school demonstrated pride in student success, with college acceptance letters posted at the entrance of the school. Hallways included signs related to the ACT scores students would need to gain entrance to competitive universities. In 45% of the observations teachers promoted deep thinking through open ended questioning, constantly asking students to justify their answers.</p>
Goals:	
<p>Students will demonstrate academic proficiency at a performance level that makes students competitive for outstanding public or private secondary schools of their choice.</p>	<p>Students throughout observations engaged in challenging academic content across observations to achieve academic proficiency. As described further in this report, the QSR team scored 76 percent of the observations as proficient or distinguished in Engaging Students in Learning. The QSR team observed the following strategies to promote academic proficiency: students reading and reacting to complex texts; teachers focusing on specific writing skills like creating topic sentences to support an argument; teacher questioning focused on justifying a position; and students engaging in multi-step problems. As described further in the section on Communicating with Students, in which the QSR team rated 90% of observations as proficient or distinguished, teachers used rich vocabulary related to content, promoting language development among students. The school</p>

Mission and Goals	Evidence
	encouraged high levels of achievement by posting grade-level interim data and by identifying what score students should achieve by the end of the year.
Students promoted from KIPP DC elementary schools are prepared to succeed in KIPP DC middle and high schools, as well as other competitive schools of their choice.	The QSR Team could not identify which students were from KIPP DC schools. However students across observations seemed prepared to succeed in grade level classes. Students actively participated in classroom discussions. Students generally completed rigorous learning tasks like reading complex texts, developing essays by focusing on essay structure and topic sentences, and solving multi-step math problems. A member of the QSR Team observed a teacher having one-on-one conferences with students on how to improve their grades during an Advisory period, helping to prepare students for success throughout subject areas.
Students will have high attendance rates (the school will maintain daily attendance of 93% or greater).	The observation team noticed that there was a wide range of students in various classrooms, from four or five to over twenty. Most classrooms had very few empty seats. Observers did not notice students arriving late to school. Guides (members of KIPP DC staff who escorted the QSR team members around the school during visits) let the team know that enrollment in classes varied, and many of the upper level courses, like AP Biology, had fewer than ten students enrolled.
Students will benefit from enrichment activities.	KIPP DC – College Prep PCS offers a range of enrichment activities, both during the school day and outside of school. One observer sat in an art class where students were highly engaged as they created gray scales. The classroom displayed rich examples of student art. The school schedule reflected a diversity of activities, including sculpture,

Mission and Goals	Evidence
	studio art, web design, orchestra, woodwinds and percussion. An observer also saw flyers around the school for clubs and activities, such as the Horseback Riding Club and Boot Camp.
Principals will create an educational program and foster a school environment that facilitates student academic and social improvement.	Throughout observations, the QSR team noticed a school environment that facilitated student academic and social improvement. As described in further detail later in this report, the QSR team rated 83% of observations as proficient or exemplary in Establishing a Culture for Learning. Teachers demonstrated high regard for student ability and consistently pushed students to remain persistent in completing high quality academic tasks. They also encouraged and praised student effort. Teachers narrated positive behavior promoting social improvement.
The Principal will ensure the fiscal and physical sustainability of the school.	Overall the school building and classrooms were clean and orderly. Students had access to appropriate materials for academic class, including class sets of novels and textbooks. Teachers used SMART boards to present content. During a science lab the students used computers to track data and create graphs. In another class where students had to prepare presentations about a health issue, students had access to presentation materials like colored pencils, markers, and poster board.
The Board will provide sufficient and effective support to school leaders.	A PCSB staff member attended the KIPP DC Board of Trustees meeting on September 17, 2014. A quorum was present. The attendees included members of the KIPP DC Board of Trustees and a representative from Bain Consulting who would be working with the school on strategic planning. KIPP representatives gave presentations on various aspects of the school's performance. The presentations

Mission and Goals	Evidence
	focused on a discipline report, a finance committee report, a management report, a school performance report, and a real estate update.
The school leader will create a culture among staff that facilitates professional growth.	The QSR team neither looked for nor observed any evidence related to this goal.
The school will create an environment in which parents will support and participate in their child's education.	The QSR team observed different ways in which the school encouraged parental involvement in the child's education. During an Advisory Period staff collected signed report card packages from students and reminded students to inform parents about a contest to collect the highest number of report cards (presumably, signed by parents). One observer saw a parent in the building checking that the school had the tools it needed to accommodate her daughter who had broken her ankle, ensuring that the student could go from class to class. A student also asked her teacher for an extra copy of her report card, one for her and one for her parent.
The school will create a safe environment in which to learn.	The QSR Team observed a safe and stable school environment for students to learn at KIPP DC – College Prep PCS, with 84% of observations rated as proficient or distinguished in Classroom Environment on the <i>Framework for Teaching</i> . Teachers and students demonstrated mutual respect for one another. Security guards greeted both students and visitors at the entrance of the school and were located on different floors of the building. There was little to no student misbehavior. In the rare instances of misbehavior, teachers handled it without incident. Process and routines were well established, leading to little loss of instructional time. Teacher visibility in hallways was high throughout student transitions

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 84% of the observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team scored 80% of the observations as proficient or distinguished in Creating an Environment of Respect and Rapport. Observations demonstrated consistent patterns of respectful interactions between teachers and students. Students demonstrated respect for the teacher by following directions when first asked, answering the teacher’s questions without considerable prompting, and not talking out of turn. Teachers in most observations greeted students at the door. Students said “Thank you,” and “Excuse me.” Teachers joked around playfully with students, with one teacher telling them that he would put their homework on Snapchat and another teacher saying that he is too young to be called, “Sir.” In some observations when a student answered incorrectly or struggled with the content, both students and teachers responded politely to provide support.</p>	Distinguished	14%
		Proficient	66%
	<p>The QSR team scored 21% of the observations as basic and none of the observations as unsatisfactory. In a small number of observations, the QSR Team saw disrespectful interactions among students who were name-calling or telling each other to “shut up,” with inconsistent responses from teachers. In some observations the teacher had to ask students repeatedly to refocus on the learning task with little change in student behavior.</p>	Basic	21%
		Unsatisfactory	0%

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

The Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	<p>The QSR team scored 83% of the observations as proficient or distinguished in Establishing a Culture for Learning. Teachers demonstrated high regard for student persistence and ability, saying things like, “Come on!” and “You can do better than this!” They also praised students’ effort and encouraged participation of all students, as one teacher who did a “happy dance” when a student got a correct answer, another teacher who explained that no student should get below a B on an upcoming assignment, and a teacher who said, “Look at you go!” as the students completed their task. Teachers demonstrated passion for the subject matter, as in a writing class where the teacher discussed the joy of writing and encouraged students to believe in their ability. Students in some observations supported the learning of classmates by helping each other with difficult questions.</p>	Distinguished	14%
	<p>The QSR team scored 17% of the observations as basic and none as unsatisfactory. In a small number of observations, students took significant time to begin the Do Now, had their heads on their desks, or seemed merely compliant rather than engaged in the learning task. Teachers in these observations focused on task completion rather than quality, walking around and checking to see if students were on task without checking the quality or accuracy of student work.</p>	Proficient	69%
		Basic	17%
	Unsatisfactory	0%	
Managing Classroom Procedures	<p>The QSR team scored 86% of the observations as proficient or distinguished in Managing Classroom Procedures. In most observations routines functioned smoothly with little to no loss of instructional time. Most teachers began class with Do Now activities, and students quietly came into the classroom and started. While students worked on the Do</p>	Distinguished	14%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>Now, teachers walked around to check on homework completion, maximizing instructional time. Teachers included systems and procedures for collecting student work, such as containers throughout the classroom for completed homework and other learning tasks. Teachers also gave students cues to signal transitions, like countdowns and warnings to finish up their learning task.</p>	Proficient	72%
	<p>The QSR team scored 14% of the observations as basic and none of the observations as unsatisfactory. In a small number of observations, routines were uneven with some loss of instructional time due to recurring student misbehavior as teachers attempted to get students on task.</p>	Basic	14%
		Unsatisfactory	0%
Managing Student Behavior	<p>The QSR team scored 86% of the observations as proficient or distinguished in Managing Student Behavior. In the vast majority of observations, standards of conduct had been established and student behavior was appropriate. Standards of conduct were also posted on walls, “Work Hard. Be Persistent. No Excuses.” Teachers used proximity, subtle cues (like saying a student’s name), and countdowns to get students back on track. Teachers narrated positive behavior. In many observations there were virtually no signs of student misbehavior.</p>	Distinguished	41%
		Proficient	45%
	<p>The QSR team scored 14% of the observations as basic and none as unsatisfactory. In a couple of observations, small groups of students ignored the teachers’ attempts to maintain order. In a small number of observations, teachers responded inconsistently to misbehavior, reprimanding some students while overlooking the same behavior in others.</p>	Basic	14%
		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 72% of the observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 90% of the observations as proficient or distinguished in Communicating with Students. Teachers presented content clearly, using rich, age-appropriate language, as in a history class focused on the differences between Renaissance and medieval art and a math class where students had to figure out the cost of items. Teachers used different strategies to present content, like asking students to explain their reasoning for answering a math problem in a particular way and by modeling how a student should answer a question about an author’s purpose.</p>	Distinguished	21%
	<p>Before leaving students to independent practice, teachers modeled the process that students should follow and wrote steps on the white board so that students could complete the learning task without ongoing mediation from the teacher. Teachers referred to the objective throughout observations, such as learning to conjugate verbs and identify places around town in Spanish and how to write strong topic sentences in preparation for the essay that students would eventually complete. The QSR team saw no content errors in any of the observations.</p>	Proficient	69%
	<p>The QSR team scored 10% of the observations as basic and none as unsatisfactory. In a small number of observations, teachers had to continually clarify the learning task as students struggled to get started, either as a result of confusion or a lack of commitment.</p>	Basic	10%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team scored 45% of the observations as proficient or distinguished in Using Questioning and Discussion Techniques. In some observations teachers asked both one-word and open-ended questions requiring students to justify their responses, as in a math class where the teacher continually asked students, “Why does this make sense?” and in an English class where the teacher asked students questions like, “What evidence from the text shows...?” Students, even those not initially volunteering, were encouraged to participate in the class discussion. Students reacted to each other’s comments enthusiastically, as in a particularly lively social studies class where the teacher asked students to observe a painting and pull out characteristics of the time period. In some observations teachers had small groups of students discuss content with each other about small chunks of a text.</p>	Distinguished	14%
		Proficient	31%
	<p>The QSR team scored 55% of the observations as basic or unsatisfactory. In some observations questioning led students along a single path of inquiry as in math classes where teachers asked for answers without asking students to explain their methods or reasoning, and in history class where the teacher’s questions focused primarily on facts or dates. Teachers in some observations did not give students adequate wait time to respond to questions before providing the answer themselves. Most observations provided little to no opportunity for student-to-student interaction. A few students dominated the discussion in some observations without the teacher encouraging all students to participate.</p>	Basic	52%
		Unsatisfactory	3%

Instruction	Evidence Observed	School Wide Rating	
Engaging Students in Learning	<p>The QSR team scored 76% of the observations as proficient or distinguished in Engaging Students in Learning. Students intellectually engaged in learning tasks, as in a math class where students independently completed problems before coming up to the board to show the class without prompting and in class discussion where students enthusiastically answered questions. Learning tasks in some classes had multiple correct responses as in an English class where students annotated their text before discussing, and in a biology class where students created note cards in small groups in preparation for their upcoming presentation.</p> <p>The pacing in most observations was appropriate to get the students engaged while ensuring their understanding of the content. In particular the QSR team noted that Do Nows throughout observations were used particularly well to engage students in the topic of the day while teachers checked homework and took attendance.</p>	Distinguished	21%
		Proficient	55%
	<p>The QSR team scored 24% of the observations as basic and none as unsatisfactory. In some observations learning tasks required only recall of facts and procedures, as in language classes where students were asked to conjugate verbs on a worksheet or math classes where students had to follow one specific procedure to answer problems. Pacing in a small number of observations seemed too fast, with students asking the teacher to further explain content or directions. Learning tasks generally allowed for little choice in how students completed them, with many students producing nearly identical work products by the end of class.</p>	Basic	24%
		Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	<p>The QSR team scored 79% of the observations as proficient or distinguished in Using Assessment in Instruction. Throughout observations teachers circulated and looked at student work to provide timely feedback. Teachers used Do Nows both to engage students in learning as well as to gauge initial understanding of a topic. In one observation the teacher’s observation of common mistakes on the Do Now led her to stop the class and go through the concept of molecular compounds to scaffold learning.</p>	Distinguished	17%
	<p>Teachers mainly used questioning to check for understanding, though some teachers listened in on small group discussion and provided additional questions or scaffolding where students struggled with the answers. Teachers in a few observations gave students “warm up” questions focused on the previous day’s content to establish a baseline of student understanding before more deeply pursuing content. In one observation the teacher asked students about the areas in which they needed more support and had students make individual goals based on their areas of growth.</p>	Proficient	62%
	<p>The QSR team scored 21% of the observations as basic and none of the observations as unsatisfactory. Students in some observations did not understand how their work would be evaluated, as in one observation where the student asked a teacher to explain her grade and the teacher provided no explanation and no references to particular grading criteria. In some observations the teacher requested only global indications of student understanding without ensuring that all students understood, or only called on the students raising hands, giving no indication that all students were following the content.</p>	Basic	21%
		Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

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