DC PUBLIC CHARTER SCHOOL BOARD

March 31, 2016

Elizabeth Burrell, Board Chair
Latin American Youth Center Career Academy PCS
3047 15th Street NW
Washington, DC 20009

Dear Ms. Burrell:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 2015-16 school year for the following reason:

   o   School eligible for 5-year Charter Review during 2016-17 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Latin American Youth Center Career Academy PCS (LAYC Career Academy PCS) between February 1 and February 12, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at LAYC Career Academy PCS.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Nicole Hanrahan

Qualitative Site Review Report

Date: March 31, 2016
Campus Name: Latin American Youth Center Career Academy PCS
Ward: 1
Grade levels: Young Adult Education; ages 16-24
Enrollment: 191
Reason for visit: School is eligible for 5-year Charter Review during 2016-17 school year
Two-week window: February 1 – 12, 2016
Number of observations: 17

Summary

The Latin American Youth Center Career Academy Public Charter School (LAYC Career Academy PCS) was designed to create a bridge between high school and college or career paths. The LAYC Career Academy PCS mission states that

> …using positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success, LAYC Career Academy will provide young people between the ages of 16 and 24 with skills necessary to attain a General Education Development (GED) certificate, career training in high-growth occupations, college-credit classes, and preparation for success in college careers.

The character traits aspects of the school's mission, such as fostering self-awareness, self-confidence, and resilience, were evident during the observations. The academic aspects of the school's mission, such as problem-solving, GED-ready skills, college-credit classes, were not as consistent in fulfilling the mission. In some observations teachers scaffolded questions and included all students in discussions; while in other observations, teachers did not explain what students were learning and students asked teachers to clarify the content multiple times because they did not understand the explanations.

The Qualitative Site Review (QSR) team used the Charlotte Danielson Framework for Teaching to score observations in two domains: Classroom Environment and Instruction. The QSR team rated 87% of observations as proficient or distinguished in the Classroom Environment domain. Teachers and students had a good rapport and mutually respectful interactions in almost every observation. Additionally, most classrooms had procedures and routines that supported maximizing instructional time. However, some classrooms had very few students and in one instance an observer was not able to see a pullout class because all of the students were absent.

The QSR team rated 66% of observations as proficient or distinguished in the Instruction domain. Teachers delivered content clearly and engaged students intellectually in the instructional tasks in most observations. However, teachers in many observations only

asked students basic recall questions and gave students global feedback without clear criteria to improve their work. Overall, the rigor of the classroom instruction was inconsistent. Some activities invited students to engage in material and ask higher-level questions. In other observations learning activities required only minimal thinking and producing route answers.

Specialized Instruction for Students with Disabilities
Prior to the two-week window, LAYC Career Academy PCS provided answers to specific questions posed by DC Public Charter School Board (DC PCSB) regarding the provision of instruction to students with disabilities. The special reviewer noted the following based on the answers provided by the school. The school described a blended learning model, which allows for teachers to use dynamic grouping and real time data to support students on individual levels. The reviewer observed students in a whole-group setting seated at small tables where all students were working on laptop computers, and saw instances of students using only one or two of the listed computer technology programs, such as Reading Plus and accessing a Google Doc entitled "Master of all Playlists." The special education observer saw teachers floating and students seated in small groups. Other QSR team members saw rotations, but none of the observers saw any group work. Students raised their hands when they needed help and the teacher and/or aide assisted them with their work. The QSR team did not observe any of the checks for student understanding that the school described using with students with disabilities, such as exit passes or classroom discussions. Teachers asked individual students broad questions such as, "You got it?" to check for understanding, and there was no clear communication of how student work was to be assessed nor whether students understood the content of their individualized lesson overall.

Instruction for English Language Learners
LAYC Career Academy PCS also submitted to DC PCSB a questionnaire related to the school's provision of services for the school's English Language Learner (ELL) population prior to the two-week window. In its responses the school explained that it was transitioning into a new model of ELL support, allowing students to receive between one and one and a half hours of direct English as a Second Language (ESL) instruction and push-in and pullout services are provided to students for the rest of the day. During the two-week window, the QSR team observed inconsistent ELL instruction. In one observation the teacher demonstrated both a high regard for the students' abilities and an understanding of students' proficiency levels. The teacher gave students ample time to respond to questions or provided examples of possible responses when the students struggled. One teacher provided pictures with descriptions in order to serve as reminders to students of what the descriptions meant. The instructor in another observation used different colored note cards to represent parts of words (prefix, root word, and suffix) but did not provide pictorial supports for students to remember the meaning of words or word parts. Students used the cards to create words and record them on a sheet of paper. During the exercise, however, the teacher did not facilitate a discussion regarding the meanings of the words or which words exist in the English language.

The school described students using the Venture books and teachers using resources from ESL websites in their ELL questionnaire; however, the ELL observer did not see students or teachers using these resources. The QSR team observed inconsistent assessment of students. In one observation the teacher assessed all students both as a class and individually. In another observation there was no assessment of student learning that happened during the lesson as students created words or non-words with different word parts, though the teacher said they would be discussing the following day which words were real.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes LAYC Career Academy 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
Mission: Using positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success, LAYC Career Academy will provide young people between the ages of 16 and 24 with skills necessary to attain a GED certificate, career training in high-growth occupations, college-credit classes, and preparation for success in college careers.	The QSR team saw evidence that LAYC Career Academy PCS is meeting its mission related to the character traits, but there is mixed evidence that the school is meeting its mission related to the academic components. *Using positive youth development principles that foster self-confidence, problem-solving skills, and resilience critical to future success* The school has electives during the day where students engaged in discussions with instructors and peers about strategies for building self-confidence and problem solving. In one elective class students shared difficult situations that they have encountered in their personal lives and classmates gave advice on how to handle the situations. *Provide young people with skills necessary to attain a GED certificate, career training in high-growth occupations, college-credit classes and preparation for success in college careers* The QSR team observed information regarding preparation and deadlines for General Education Development (GED) and Test of Adult Basic Education (TABE) testing posted. Posters in the hallway highlighted students who earned a GED credential, students who had passed at least one GED test, and students who are ready to take a GED test.

Mission and Goals	Evidence
	The rigor of the classroom instruction was inconsistent in the QSR team's observations. Some teachers engaged students intellectually in the lessons, asked open-ended questions, and encouraged students to talk to their peers. In other observations, students worked on rote tasks, with only those students who volunteered participating in the lesson, and teachers giving generic feedback to students, such as correct or incorrect.
Goals:	
1. Enable out-of-school youth to secure a GED certificate, and, as a precursor to preparing for the GED, raise literacy and numeracy levels (as measured by the TABE Online) of low-functioning students and support English Language acquisition among non-native speakers;	The QSR team observed effective instruction in just over half of the observations. As further detailed in the Instruction section of the Danielson Framework, 66% of the observations scored proficient or distinguished in the Instruction domain. Teachers in these observations connected lessons to what students were previously learning, used analogies effectively to convey ideas, and had students explain content to their peers. In one observation a teacher asked students to explain a new term they were learning in their own words and connected the lesson to students' lives. In the remaining classrooms, the instruction was less effective, with teachers asking low level questions and assignments that did not require students to engage intellectually in the class content. The special education and ELL observations were not as strong as the general education observations. In one observation the ELL students participated in word exercises without any discussion of the meanings of the words they created. In a couple of special education observations, the teachers posed and answered their own questions without

Mission and Goals	Evidence
	giving students appropriate wait time to respond.
2. Prepare students for postsecondary education and/or job training or employment and provide them with opportunities to experience college work and earn college credit and participate in targeted vocational training in healthcare and information technology.	The QSR team observed evidence of the school meeting this goal for the information technology (IT) pathway, but not for the medical assistant (MA) pathway. During classes where students earn various levels of IT certifications, students made references to their IT certificates. The QSR team saw certifications posted in the IT classroom. Students worked on differentiated tasks and the teacher worked one-on-one with students. QSR team members visited the medical assistant class on a couple of occasions, and the team did not observe any instruction about healthcare. Instead, students worked on English language arts skills. The QSR team later learned that no students were engaged in coursework related to healthcare during the two-week observation window. The students were building skills for the upcoming healthcare courses.
3. Assist students who are ready for college after they complete the program in identifying and securing access to longer-term postsecondary opportunities that will further their career goals and completing applications and financial aid forms.	The QSR team's classroom observations did not provide any evidence related to this goal. During the two-week window, the QSR team did not observe discussions about college or one-on-one sessions focused on students' postsecondary opportunities.
4. Support and equip students with important workforce readiness skills, and important life skills (defined by the Search Institute in	LAYC Career Academy PCS offers Overcoming Obstacles Life Skills elective classes. These classes were full and almost all students were engaged in these

Mission and Goals	Evidence
its Developmental Assets paradigm, attached as Section K.1.), to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.	classes. Teachers led discussions about how to handle difficult life situations positively. In one observation the teacher gave a personal anecdote that engaged the class, and the teacher connected the story to the topic of mental toughness. In another observation students took a survey to reflect on their neighborhood and home environments and discussed how to find a mentor to help navigate those environments and stay on track to meet their goals.
5. Enable students interested in careers in information technology to secure marketable skills, A+ Computer Hardware Repair and Microsoft Office certification, and/or relevant college credits from the Community College of the District of Columbia (CCDC), Trinity University, and Bard College.	Students worked on skills to prepare for the IC3 and Microsoft Office certifications in the IT classes. Students worked independently on different tasks on the computers while the teacher gave direct instruction on Microsoft Outlook to a student. The QSR team did not observe any reference to dual enrollment or students earning college credits during the two-week window.
6. Enable students interested in careers in healthcare to secure marketable skills, a Registered Medical Assistant credential and/or relevant course credits from CCDC), Trinity University, and Bard College.	The QSR team did not observe strong evidence of the school meeting this goal. Please see the evidence for goal 2.
7. Assist students who have vocational interests in areas other than information technology and healthcare to identify, prepare for, and apply to high-quality postsecondary education or training programs and earn college credit while in our program.	The QSR team's classroom observations did not provide any evidence related to this goal.

Mission and Goals	Evidence
Governance:	A PCSB staff member observed the LAYC Career Academy PCS Board of Trustees meeting on February 4, 2016. A quorum was present. Board members presented updates on financial audits, the student retention plan, and the data plan. The board discussed barriers to attendance and enrollment and strategies for retaining students connected to student engagement. The board members also reviewed a data plan, which will involve hiring a data coordinator and developing a data policy.

THE CLASSROOM ENVIRONMENT[1]

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 87% of the observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 88% of the observations as distinguished or proficient. In these observations there was mutual respect between the students and the teachers. Teachers showed care for students academically and personally. A student in one observation shared a preference to work alone and the teacher modified the assignment so that the student could work alone. During the observation of a counseling session, a teacher asked students how they could improve their habits to be more successful and reach their academic goals.	Distinguished	18%
		Proficient	70%
	The QSR team scored 12% of the observations as basic. Teachers in these observations did not consistently show care and understanding for students' feelings or backgrounds. A teacher in one observation told multiple students, "Go away," in a disrespectful tone when they stopped by the classroom.	Basic	12%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 82% of the observations as distinguished or proficient. Teachers in these observations encouraged students to work harder. Most students put forth effort in their work and kept trying even when they made a mistake. In one observation the teacher told a	Distinguished	12%

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[1] Different review team members may observe teachers more than once.

The Classroom Environment	Evidence Observed	School Wide Rating	
	student, "Try it. Don't be discouraged," and the student kept working until she solved the math problem. In the few instances where students got off task during the lesson, teachers quickly conveyed their expectations and worked with the students to ensure they refocused on the task.	Proficient	70%
	The QSR team scored 18% of the observations as basic. In these observations teachers only conveyed high expectations to those students who were putting forth effort, ignoring students who were not. For example, teachers only checked and gave feedback on the work of a few students in the class, not everyone. Students in one observation seemed to be simply going through the motions of a rote task with no connection to how the task would help in their development of English language proficiency.	Basic	18%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 82% of the observations as proficient and none as distinguished. In these observations transitions were smooth and no instructional time was lost on administrative tasks. Teachers in a few observations had materials already placed on students' desks at the start of class, and students got to work immediately at the beginning of the class period. A teacher in one observation reminded students of how much time was left in the activity and all students were able to log out of their computers and transitions on time at the end of the class.	Distinguished	0%
		Proficient	82%

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team scored 18% of the observations as basic. Teachers in these observations did not have clear procedures in place that students followed. In one observation a teacher announced that students had a five-minute break, but the teacher did not keep track of the time and the break lasted almost twice the allotted time. Students in another observation asked what they were supposed to do next and the teacher kept reminding the class of the order of activities in the lesson.	Basic	18%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 94% of the observations as distinguished or proficient. Student behavior was largely appropriate throughout the observations. In the few instances where there was a behavior issue, teachers effectively used redirections and nonverbal cues like proximity to correct the behaviors.	Distinguished	12%
		Proficient	82%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	6%
	The QSR team rated none of the observations as unsatisfactory in this component.	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 66% of the observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 82% of the observations as distinguished or proficient. Teachers in these observations made it clear what students were learning and tied the lesson to prior knowledge or goals students were working toward, such as scoring at level 6 on the TABE. During a vocabulary lesson a teacher used analogies to present the materials to students, and the teacher analyzed the roots of words to help students determine their meanings. In an IT class observation, the teacher invited students to help walk the class through creating bookmarks on the computer.	Distinguished	6%
		Proficient	76%
	The QSR team scored 18% of the observations as basic. Students in one observation did not understand the teacher's explanation to set up a math problem and the teacher repeated the explanation multiple times in the same way before the class was able to get started on the work. In an ESL class students did not have visuals to help them develop vocabulary using different word parts causing several students to not understand the task. A student in math class repeatedly asked the teacher similar questions in order to complete each math problem and the teacher explained it the same way each time.	Basic	18%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	The QSR team scored 53% of the observations as distinguished or proficient. Teachers in these observations involved students in the lesson through questioning and group discussions. In one observation the teacher directed students to talk with their neighbors about graphic user interfaces and their uses then report back to the class about what they discussed in their groups. Several observers noted that teachers asked a mix of recall and open-ended questions and called on almost all students in the class to answer.	Distinguished	6%
		Proficient	47%
	The QSR team scored 41% of the observations as basic. In these observations teachers primarily asked recall questions with a single answer and did not invite students to share the thinking behind their responses. During one math lesson, a teacher asked, "If [a student] ate 2 out of 4 slices. How many slices will he have?" When the student did not answer, the teacher only repeated, "How many?" In another observation participation was limited to only those students who volunteered, and the teacher made no attempt to involve all students.	Basic	41%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	6%
Engaging Students in Learning	The QSR team scored 65% of the observations as proficient and none as distinguished. Teachers in these observations incorporated some choice in the learning and students were consistently intellectually engaged throughout the observations. One teacher used different approaches during the lesson to convey the material, such as computer-based practice and peer discussions.	Distinguished	0%
		Proficient	65%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored 29% of the observations as basic. Students completed work in these observations that was primarily rote practice and did not require higher-level thinking. Students in one observation practiced exercises on the computer, but the learning tasks were repetitive and required only minimal effort by students. In these observations there was little opportunity for students to explain their thinking. In another observation there was only one way to complete each task and some students finished quickly and sat while others were working with the teacher.	Basic	29%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	6%
Using Assessment in Instruction	The QSR team scored 63% of the observations as proficient and none as distinguished. In these observations teachers gave specific feedback to students and made adjustments to the lesson based on checks for understanding. A teacher in one observation circulated the classroom and gave students feedback on their work by asking questions that helped students realize and fix their errors. In another observation the teacher assessed student understanding by asking a student, "If I asked you to explain troubleshooting in your own words, what would you say?"	Distinguished	0%
		Proficient	63%
	The QSR team scored 31% of the observations as basic. Teachers in these observations primarily gave global feedback and did not outline clear criteria for high-quality work. Several teachers only gauged student understanding by asked questions like, "Does everyone understand?" and students did not receive feedback on how to improve their work.	Basic	31%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	6%

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.

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 situation 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 may 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

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
				reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.