



May 11, 2016

Maurice Smith, Board Chair
Washington Yu Ying Public Charter School
220 Taylor St. NE
Washington, DC 20017

Dear Mr. Smith:

The District of Columbia Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2015-16 school year for the following reason:

- School eligible for 10-year Charter Review during 2017-18 school year

Washington Yu Ying Public Charter School (Washington Yu Ying PCS) gave DC PCSB permission to conduct the Qualitative Site Review a year in advance.

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Washington Yu Ying PCS between February 22, 2016 and March 4, 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 Washington Yu Ying PCS.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: Maquita Alexander

Qualitative Site Review Report

Date: May 11, 2016

Campus Name: Washington Yu Ying PCS

Ward: 5

Grade levels: PK3- 5

Total Enrollment: 551

Students with Disabilities enrollment: 29

English Language Learners enrollment: 33

Reason for visit: School eligible for 10- year Charter Review in SY2017-18

Two-week window: February 22- March 4, 2016

Number of observations: 24

Summary

Washington Yu Ying Public Charter School (Washington Yu Ying PCS) is designed to combine language immersion with the inquiry-based curricula of the International Baccalaureate Organization. The design includes instruction in both Chinese and English every other day. The mission of Washington Yu Ying PCS is to “inspire and prepare young people to create a better world by challenging them to reach their full potential in a nurturing Chinese/English educational environment.” In many observations students engaged in learning beyond traditional subjects with meaningful, in-depth inquiries into real-life issues.

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 scored 89% of observations as distinguished or proficient in the Classroom Environment domain. Interactions throughout the school community were positive and supportive. Teachers had high expectations for students. The QSR team scored 86% of observations as distinguished or proficient in the Instruction domain. None of the classroom observations for either the Classroom Environment or the Instruction Domain were rated as unsatisfactory. Students were intellectually engaged in challenging content. Most lessons incorporated local and global issues connected to the larger curriculum.

Specialized Instruction for Students with Disabilities

In addition to observing general education classrooms and students, the QSR team includes reviewers with expertise in special education and English language acquisition. These specialists take a close look at the school’s instruction with these populations. While their ratings are included in the overall school’s performance, descriptions of their findings are below:

Prior to the two-week window the school submitted responses to a Special Education Questionnaire. The school explained that SPED teachers work collaboratively with general educators to provide specific accommodations and modifications to students with disabilities. The QSR team observed pull out sessions, a push in session and an inclusion classroom. SPED and general education teachers demonstrated evidence of collaborative

planning. In the inclusion classroom, the SPED teacher pre-populated student lab reports with pictures to guide the lab procedures. Students also had the opportunity to access audio supports while rotating through centers.

The quality of instruction for students with disabilities was very strong in most of the observations. Students were eager to learn and were engaged in questioning and discussion with their instructors and peers. Teachers assessed student using comprehension questions, reading word lists, and individual conferencing. Teachers provided clear and consistent expectations and allowed students to prompt their own breaks when needed. In one pull-out observation, two students were separated as a result of disruptive behavior. The SPED teacher facilitated a group reflection and after a few minutes, both students were able to rejoin the group.

Instruction for English Language Learners

Washington Yu Ying PCS submitted responses to a questionnaire related to the school's provision of services for the school's English Language Learner (ELL) population. The school explained that it offers a dual language immersion program with ELL pull-out and push-in classroom support, and sheltered instruction. Washington Yu Ying PCS described weekly co-planning meetings between general educators and ELL teachers in order to support ELL learning in the classroom. ELL teachers create differentiated resources that general educators use in their classrooms to aide ELL students in successfully accessing the curriculum.

During the two-week window, DC PCSB observed positive and scaffolded support for ELLs within the dual language immersion program and with ELL pull-outs. The pull-out room had a variety of resources including alphabet charts and manipulatives. Similar resources were evident in general educators' classrooms, with walls lined with graphic organizers, phonetic charts, sentence strips, word banks, and anchor charts. The ELL teacher had a positive rapport with her students and created a warm and respectful environment filled with praise. Students stayed on task and were engaged with the activities. The ELL teacher provided clear directions and careful guidance on the activities, modeling in a sample workbook while students modeled on their own. She paid close attention to each student's work and provided additional guidance such as tracing numbers in pencil before asking the student to write the numbers in marker. While the ELL teacher assessed student work through reviewing the pages on the workbook, there were times when the teacher did not adjust instruction in response to evidence of a lack of student understanding.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Washington Yu Ying PCS’ 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: Washington Yu Ying PCS strives to inspire and prepare young people to create a better world by challenging them to reach their full potential in a nurturing Chinese/English educational environment.</p>	<p>Students were instructed in all subjects in both Chinese and English. Teachers consistently maintained their lesson in the target language. Observers noted multiple instances of students taking initiative to self-assess their academic progress. Teachers provided students opportunities to grow. All observations were held in warm and respectful learning environments where praise and encouragement was evident. In one observation a teacher praised a student saying, “Oh, that was so fast and easy for you!” This prompted the student to share his learning strategy saying, “I was sounding it out while you were writing it!” Points and stickers were given to students, and many “thank yous” were expressed.</p>
Goals	
<p>Students will achieve literacy in English.</p>	<p>DC PCSB observed direct instruction of phonetic awareness, fluency, and comprehension throughout the school and embedded within all subjects. The use of the Balanced Literacy Routine in grades K-3 included shared reading and read aloud sessions, guided reading, opportunities to read independently, and opportunities to dissect words for spelling. Students in book clubs in grades 3-5 were invited to ask questions, share their perspective, and respond to text through writing. In writer’s workshop</p>

Mission and Goals	Evidence
	students had opportunities to work on the skills of writing through whole class lessons and then to apply these lessons in their own writing practice. Published student work was displayed in classrooms and common hallways.
Students will understand and master increasingly complex mathematical concepts.	Math teachers used a hands-on, exploratory approach to problem-solving. Math instruction was taught using whole group direct instruction and small groups through a co-teaching model. All math lessons referred to the larger unit of study. In one observation students applied a mathematical equation to determine how a scientific hypothesis would change depending on the chosen variable. In another observation a student asked how many miles the sun is from the earth. Students applied their knowledge of expanded form to determine the answer.
Students will master the scientific method and apply it.	Teachers expected students to discuss and apply the scientific method. Students engaged in inquiry units that attempted to answer questions using investigative methods. Students were involved in asking questions as well as presenting results. In one observation students planned a lab on the states of matter. All students chose a unique substance and hypothesized about whether or not their chosen procedure would change the state of their substance, demonstrating evidence of students asking scientific questions and using investigative methods.
Students will achieve literacy in Chinese.	Students were expected to converse and write in Chinese in all subjects.

Mission and Goals	Evidence
	<p>Several Chinese- language teachers implemented read alouds and shared reading as whole group instruction. Students spoke Chinese during transitions in the hallways and talked about places they speak Chinese outside of the classroom. In observations of Chinese Readers/Writers Workshop, students focused on the four language domains by rotating through listening centers, speaking in small group discussions, reading Chinese texts, and writing in Chinese. Students in science observations successfully conducted experiments in Chinese.</p>
<p>Students will satisfy Washington Yu Ying PCS's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.</p>	<p>Students demonstrated a desire to take academic risks. They asked probing questions of their instructors and of one another. In one observation a student asked, "Is there a different way to make five?" in response to a peer who found the sum of three and two. Another peer responded, "I can add one five times!" Teachers articulated high expectations for all students. In a writing observation a teacher said, "I think you can write something that really teaches me something." The school currently ends in fifth grade, so the Grade 8 aspect of this goal is not applicable for this report.</p>
<p>Students will treat themselves, other students, staff and the physical plant with respect.</p>	<p>Students contributed to their classroom expectations as evidenced by signed contracts in each classroom. Students consistently helped each other with tasks and solved interpersonal conflicts between one another quickly and with little support from teachers. Several classrooms had</p>

Mission and Goals	Evidence
	<p>anchor charts that demonstrated ideas for how to treat one another such as a student-created “Don’t Sweat the Small Stuff” step- by- step method to manage classroom conflicts.</p>
<p>Students will become life-long learners who possess a positive attitude toward school and learning</p>	<p>Positive attitudes toward school and learning were visible in all observations. Teachers modeled excitement about learning and students demonstrated engagement with the content by asking questions and showing pride in their work. Students asked academic questions of one another and expressed joy when given opportunities for movement and laughter throughout the learning process.</p>
<p>Students will be adept inquirers and flexible thinkers capable of solving problems effectively.</p>	<p>In most observations students were asked to explain their thinking. Students were often given control over monitoring their behavior and decided themselves when it was appropriate to take a break and come back to the group.</p>

Mission and Goals	Evidence
<p>Students will be able to relate their learning to the outside world.</p>	<p>Most teachers tied the lessons to the outside world. In science labs students discussed states of matter that they encounter in their own lives. In a small group discussion about the history of the wheel, students connected the lesson to cause and effect relationships in their own lives. One student related the lesson to a deeper understanding of the world, saying, “Without a need, we don’t have inventions.” Artifacts on the walls from the “action” component of each unit of inquiry and its related service project were noted in classrooms and hallways.</p>
<p>The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.</p>	<p>The learning environment is a cognitively busy place where teachers and staff seemed to enjoy their work with the students. Students showed interest in their classwork and were helpful to one another. Administration and instructional staff enthusiastically greeted students and families as they arrived at school.</p>
<p>Students will become independent learners and complete independent papers, reports, and performances, culminating in a “graduation project” for Grade 8.</p>	<p>Teachers gave students opportunities to work independently. Evidence of published papers, reports, and projects were visible in classrooms and hallways. The school currently ends in fifth grade, so the Grade 8 aspect of this goal is not applicable to this report.</p>
<p>Students will embrace diversity and respect for other cultures.</p>	<p>The student body and staff are diverse and the atmosphere is welcoming to all. Units of inquiry on rights and responsibilities, culture, diversity, conflict resolution were noted</p>

Mission and Goals	Evidence
	<p>throughout the observations. There appeared to be genuine interest in Chinese culture. Students discussed Chinese books and television shows and parents hosted a luncheon for the last day of the Chinese New Year for the staff.</p>
<p>Governance:</p>	<p>DC PCSB staff reviewed the board minutes of the December 8, 2015 board meeting. A quorum was present. During the meeting, the board heard a presentation about the PARCC results. The board reviewed the school's finances and received updates from the education, development and government committees. At the end of the meeting, the board elected a new board member.</p>

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 89% 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	<p>The QSR team scored 96% of the observation as distinguished or proficient. Praise and encouragement were highly evident. Students worked together in a positive and supportive manner by taking turns, apologizing when necessary, and supporting one another by working in pairs and groups. In some observations students corrected each other’s behavior or academic mistakes. Students were given the freedom to solve conflicts between one another and take breaks when needed.</p>	Distinguished	25%
	<p>Teachers encouraged students and demonstrated care about their lives beyond the classroom. In one observation a teacher privately inquired with three separate students about how they were adjusting to their new schedules.</p>	Proficient	71%
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	4%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	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 rated 96% of the observations as distinguished or proficient. During these observations all students were engaged in discussion respectfully corrected and assisted one another. Students were not hesitant to take academic risks. In one observation a student said, “Hmm...I’m not sure but I’ll try my best.” Teacher pushed students to use academic vocabulary and reach their full potential. In one observation a teacher said, “I want us to start moving away from asking scientific questions that start with ‘What happens when...’ Instead, I want you to think about how <i>specific</i> variables will affect your hypothesis.”</p>	Distinguished	13%
	<p>Teachers held high expectations for all students. In one Chinese language observation, a teacher redirected a student to speak in Chinese saying, “You’re so close. I know you can do this.” Teachers recognized hard work, commenting, “I would say this is challenging work, but you know it now,” and “I love the way you figured it out!” Students self-assessed themselves in both English and Chinese, often correcting themselves if they did not read a passage correctly.</p>	Proficient	83%
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	4%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team rated 80% of the observations as distinguished or proficient. In these observations students knew exactly what to do, where to go, and how to access materials. Several teachers used timing devices and had set routines for transitions. In one observation a teacher rang a bell and all of the students immediately pushed in their chairs and began singing a transition song. Materials were well organized and students took initiative to complete classroom procedures with little direction from the teacher.</p> <p>Teachers effectively planned their lessons to maximize instructional time. While students finished a given task, teachers immediately passed out the next set of materials so that no instructional time was lost. In one observation a read-aloud took place during snack. Students silently and collaboratively cleaned their snack materials while engaging with the reading lesson.</p>	Distinguished	17%
		Proficient	63%
	<p>The QSR team rated 21% of the observations as basic. In these observations students transitioned at different paces and some students jumped on their desks and ran into the hallways during transitions. This led to lost instructional time. In one observation instruction began 15 minutes after the class began resulting in a loss of instructional time.</p>	Basic	21%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Student Behavior	<p>The QSR team rated 80% of the observations as distinguished or proficient. Students are aware of behavioral expectations and helped others with reminders, as needed. When necessary, teachers used mechanisms for addressing misbehaviors and framing redirections. In one observation a student was handling play dough instead of being on task. The teacher gave the student the opportunity to correct his behavior by asking if the play dough was distracting him. The student immediately got back on track. In another observation, a teacher said, “Perhaps I gave unclear directions. Let’s try that again so we can focus in our writing.”</p>	Distinguished	17%
		Proficient	63%
	<p>The QSR team rated 21% of the observations as basic. In these classes teachers’ attempts to curb misbehaviors were unsuccessful. Students in these observations distracted one another from learning. In one observation a student ignored directions from the teacher to pick up a chair he had knocked over. Students in one basic observation poked each other with a pointer. The teacher continued teaching until the pointer broke.</p>	Basic	21%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	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 86% 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 rated 96% of the observations as distinguished or proficient. In most observations the purpose of the lesson was clearly stated and explained at the start of class. Teachers used rich language and consistently incorporated new Chinese vocabulary into the lesson, explaining it to the students in context. Teachers used visuals to relate the purpose of the lesson to the larger curriculum. Most observations involved a clear connection to previous lessons. In writer’s workshop, students received scaffolded support in groups to implement their writing plans.</p>	Distinguished	17%
		Proficient	79%
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	4%
	<p>The OSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team rated 91% of the observations as distinguished or proficient. High-level questions were posed to students, with teachers scaffolding when needed. Both teachers and students raised questions to one another, and the teacher facilitated open-ended questions with more than one correct response.</p>	Distinguished	17%
	<p>Students in small groups had opportunities to share “wonders” with each other. In one book club discussion, a student said, “I wonder if a star is on fire” and a peer replied, “I wonder what the sun’s temperature is.” The teacher connected their conversation across the curriculum by challenging them to write the temperature of the sun in numeric form. In a distinguished observation, students had an opportunity to apply their questions to a science experiment by determining how a change in temperature affected different states of matter.</p>	Proficient	74%
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	9%
	<p>The OSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Engaging Students in Learning	<p>The QSR team rated 75% of the observations as distinguished or proficient. Students were actively engaged and enthusiastic about the learning tasks and discussions. Students were required to use critical thinking to</p>	Distinguished	21%

Instruction	Evidence Observed	School Wide Rating	
	<p>answer open-ended questions. In one science observation students were engaged in developing hypotheses for why seasons occur. Most lessons incorporated time for reflection that deepened student understanding and inquiry. In an explanatory writing lesson students were given the tools to reflect on their own areas of expertise to determine individual writing topics.</p>	Proficient	54%
	<p>The QSR team rated 25% of the observations as basic. In these observations students were not consistently engaged in learning. Students wandered around the classroom despite multiple redirections by the teacher. Few of the tasks required high-level student thinking.</p>	Basic	25%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%
Using Assessment in Instruction	<p>The QSR team rated 84% of the observations as distinguished or proficient. Teachers circulated throughout the classroom to check for understanding and provided feedback to students individually. In one distinguished observation, the teacher adjusted the lesson when she realized a group of students did not yet understand the meaning of a key concept. Several teachers asked students to clearly articulate the strategy they used and posed specifically created questions to pinpoint where the students had difficulty.</p>	Distinguished	21%
		Proficient	63%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 17% of observations as basic. In these observations teachers paid attention to whether students completed the task but did not always re-assess or provide feedback when the student was unable to follow the directions or complete the task. Informal assessments were directed towards the whole group and there was a lack of individual monitoring for understanding.</p>	Basic	17%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	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>