

Teacher Rubric for Assessment PLD

Focus Area		Emerging	Developing	Proficient	Exceeding
Evidence informed approaches	Using high impact practices to inform assessment approach	I am familiar with some assessment practices that I use most of the time. These practices help me to measure the learning that has taken place.	I am growing my understanding about the high impact assessment practices.	I consistently use the high-impact assessment practices. I measure the impacts these practices have and tailor my approach for all students.	I understand and appropriately use the high-impact assessment practices to inform my decision making about my approach to assessment. I continuously measure the impacts these practices have and tailor my approach for all students.
	Using quality assessment information and the curriculum to plan teaching	When planning my teaching, I use the year level of the student and the curriculum expectations to identify starting points.	When planning my teaching, I often use quality assessment information to identify key strengths and weaknesses in my class, and to create ability groups.	When planning my teaching, I regularly use assessment information to notice and recognise the impact my teaching has on student knowledge building and proficiency. When I notice that expected progress is not occurring, I consistently adapt my teaching to explicitly address essential knowledge and practices from the sequenced progressions of the knowledge-rich curriculum so that future learning is not compromised.	I use quality assessment information to notice and recognise the impact my teaching has on student knowledge building and proficiency. I chunk, sequence, and pace teaching to respond to the cognitive needs of students. I make flexible small groups when appropriate to support me to do this. When I notice that expected progress is not occurring, I confidently adapt my teaching to explicitly address essential knowledge and practices from the knowledge-rich curriculum so that future learning is not compromised.
	Knowledge of the use of data and quality information (data literacy)	I do not know much about analysing and using data.	I have limited knowledge of how to analyse student data and use it to identify patterns of knowledge building, track progress and identify student needs and strengths.	I work with others to build my data knowledge and practices. My competency is growing, and I have confidence in managing, interpreting and using data to notice students' levels of proficiency.	I confidently contribute to our school-wide, evidence-centered dialogue and practice. I have a research-informed understanding of assessment principles and effective data collection practices to notice student level of proficiency. I work collaboratively to create opportunities for learning about effective evidence collection and assessment practices.
Equitable, inclusive and accessible	Assessing all students	I am not familiar with the assessment practices to be inclusive for students who have learning difficulties or physical challenges (deaf, low vision etc.).	When possible, I look for ways for all students to be assessed against what I have taught even if I am differentiating my instruction for students with specific learning needs.	I use a range of practices to assess students, including those who have specific learning needs, physical challenges and those who are neurodiverse.	I am selective and adaptive in my use of high-impact assessment practices in ways that are inclusive to noticing and recognising all students' knowledge and levels of proficiency. Drawing from individual students' prior knowledge, I monitor progress against curriculum expectations and goals from support plans when appropriate. I set high expectations and ensure fairness in my assessments.
	Student involvement in learning	I find it difficult to include students in my assessment development and analysis processes, and I rarely share evidence of learning with them.	I share assessment data with students, but it is mainly evidence with a summative purpose. Deep dialogue with students about their progress is infrequent. Student are given some opportunities to provide feedback on their next steps.	To build the agency and metacognition of students, I give feedback that encourages them to reflect on and evaluate their own progress and plan for next steps.	I build the agency and metacognition of students to monitor and regulate their own learning. I do this in a way that makes knowledge building visible. I work with them to use evidence of learning to critically evaluate their own knowledge acquisition and plan for their next steps to deepen and broaden their knowledge and practices.
	Parent and whānau involvement in learning	Parents and whānau are not generally part of our class evidence gathering and analysis processes. I rarely share assessment evidence with them.	Parents and whānau are given some opportunities to learn about how their children are progressing and provide feedback to me, though this tends to be at a high level (e.g., formal report, interviews) as required twice a year.	I regularly communicate progress and achievement information to parents and whānau in a variety of ways, both written and face to face. I often seek opportunities for parents and whānau to learn about, participate in, and contribute to the assessment and reporting practices.	I actively foster authentic partnerships with parents and whānau as key contributors to learning. I engage in critical conversations with parents and whānau about what is being learned and why and how they can support learning at home. I create opportunities for parents and whānau to learn about, participate in, and contribute to the assessment and reporting practices. I ensure that parents, whānau have shared understanding about student progress and next steps in learning. Clear, timely and high-quality information is shared with parents and whānau through ongoing dialogue and formal reporting about student progress and achievement.
Outcomes and impact	Assessment for progress and achievement	I use a limited amount of assessment information to measure achievement for students in relation to the expectations for their year level as described by the curriculum. I do not share learning goals with students and do not show them what success in learning will look like for them.	I use some assessment information to measure achievement for students in relation to the expectations for their year level as described by the curriculum. I use learning goals with students from time to time and sometimes show them what success in learning will look like. When I use success criteria, I tend to provide that information to students rather than involve them directly in that process.	I use a range of quality assessment information to measure progress and achievement for students in relation to the expectations for their year level as described by the curriculum. Students can usually articulate what they are learning and what success in learning looks like, but this is not consistent for every learning activity or curriculum area.	I use a range of quality assessment information to measure progress and achievement for students in relation to the expectations for their year level as described by the curriculum. Students are clear about what they are learning and what success looks like. Students can articulate how and when they know they have learned something or mastered a concept.
Enabling infrastructure	Collection, analysis and sharing of quality information	I do not systematically collect or store evidence of learning. It is not discussed across the school, and I have my own limited system and files.	I am beginning to be efficient and knowledgeable in collecting and storing evidence of learning. I sometimes share and discuss with colleagues what it means for students in my class.	I collect classroom evidence of learning from a variety of sources and in a variety of forms. It is stored in a way that makes it accessible. I often share it and use it to discuss how to improve student learning across my team and with school leaders.	I use consistent, systematic ways collect and store good quality assessment information. I ensure that I follow a process so that data is accessible to all. I use the data regularly and collaboratively to monitor progress and inform next steps. I ensure that appropriate assessment data travels with the student to support transitions.
Building capability	Building capability through professional learning and inquiry	Analysing and using data hasn't been a focus of my professional learning, and I have not sought out information on it. I don't have ways to use evidence of student progress and achievement to measure impact.	I have undertaken some professional learning and inquiry into analysing and using data. I am beginning to see that evidence of student learning and achievement is my way of knowing about my impact and what my own next learning steps are.	I confidently analyse and use data. I frequently use that evidence with colleagues to plan my own learning based on needs we have identified from our student evidence sources.	As part of my ongoing learning, I am actively engaged in evidence-inquiry cycles linked to identified issues and priorities. I know that student success is linked to my teaching and through the evidence-inquiry cycles. I am constantly inquiring into my own impact and discussing it with my colleagues to learn from each other.
Tools & resources to support practice	Sources of quality information	The evidence of learning I collect is primarily literacy and maths focused and is collected from formal testing.	My collection and analysis of evidence focusses primarily on literacy and maths but sometimes includes other assessment information.	My collection and analysis of evidence focuses on many of the dimensions of progress and achievement. I use quality assessment information from observations, conversations, tasks, and tools to inform my decisions about how students are progressing in relation to expectation for their year level.	I collaborate in collecting and analysing evidence that focuses on all dimensions of student progress and achievement. This allows me to recognise how learning has been acquired, retained and applied. I use quality assessment information from observations, conversations, tasks, and tools to inform my decisions about how students are progressing in relation to expectation for their year level. I check the assessments I use for validity, reliability, and fairness. I use moderation to develop a shared understanding of progress with my colleagues.

School Leader Rubric for Assessment PLD

Focus Area	Emerging		Developing	Proficient	Exceeding
Evidence informed approaches	Using high impact practices to inform assessment approach	Our school has no shared approach towards implementing consistent assessment practices.	Our school is growing its understanding about high impact assessment practices.	Our school has structures in place to ensure the use of high-impact assessment practices. We measure the impacts these practices have and use it to inform our school-wide planning.	All our staff understand and appropriately use high-impact assessment practices to inform our decision making about our approach to assessment. As a collective, we continuously measure the impacts these practices have and use it to inform our approaches to assessment at the school level, and the classroom level.
	Using quality assessment information and the curriculum to plan teaching	When planning for teaching, our teachers use the year levels of students and the curriculum expectations to identify starting points.	When planning for teaching, our school often uses quality assessment information to identify key strengths and weaknesses in classes, as well as to create ability groups.	When planning for teaching, our teachers regularly use assessment information to notice and recognise the impact their teaching has on student knowledge building and proficiency. When they notice that expected progress is not occurring, they consistently adapt their teaching to explicitly address essential knowledge and practices from the sequenced progressions of the knowledge-rich curriculum so that future learning is not compromised.	All our staff use quality assessment information to notice and recognise to the impact their teaching has on student knowledge building and proficiency. They chunk, sequence, and pace their teaching to respond to the cognitive needs of students. When teachers notice that expected progress is not occurring, they confidently adapt their teaching to explicitly address essential knowledge and practices from the knowledge-rich curriculum so that future learning is not compromised.
	Knowledge of the use of data and quality information (data literacy)	Only a few teachers and leaders in the school know much about analysing and using data.	Our school has limited knowledge of how to analyse student data and use it to identify patterns of knowledge building, track progress and identify student needs and strengths.	We work together to build our data knowledge and practices. Our competency is growing, and we have confidence in managing, interpreting and using data to notice students' levels of proficiency.	All teachers confidently contribute to our school-wide, evidence-centered dialogue and practice. We have a research-informed understanding of assessment principles and effective data collection practices. We work collaboratively to create opportunities for learning about effective evidence collection and assessment practices.
Equitable, inclusive and accessible	Assessing all students	Our school-wide data suggests that we lack the assessment practices to be inclusive for students who have learning difficulties or physical challenges (deaf, low vision etc.).	When possible, we look for ways for all students to be assessed against what has been taught, even if teachers are differentiating their instruction for students with specific learning needs.	Our teachers use a range of practices to assess students, including those who have specific learning needs, physical challenges and those who are neurodiverse.	All teachers are selective and adaptive in their use of high-impact assessment practices in ways that are inclusive to noticing and recognising all students' knowledge and levels of proficiency. They draw from individual students' prior knowledge to monitor progress against curriculum expectations and goals from support plans when appropriate. Our school sets high expectations and ensure fairness in our assessments.
	Student involvement in learning	Across our school, our teachers find it difficult to include ākonga in our assessment development and analysis processes, and we rarely share evidence of learning with them.	Our school shares assessment data with ākonga, but it is mainly evidence with a summative purpose. Deep dialogue with students about their progress is infrequent. Students are given some opportunities to provide feedback on their next steps.	To build the agency and metacognition of students, our teachers give feedback that encourages them to reflect on and evaluate their own progress and set learning goals.	We work as a team to build the agency and metacognition of students to monitor and regulate their own learning. We do this in a way that makes knowledge building visible. Our teachers work with students to use evidence of learning to critically evaluate their own knowledge acquisition and plan for their next steps to deepen and broaden their knowledge and practices.
	Parent and whānau involvement in learning	Parents and whānau are not generally part of our class evidence gathering and analysis processes. We rarely share assessment evidence with them	Parents and whānau are given opportunities to learn about how their children are progressing and provide feedback to our teachers and school leaders, though this tends to be at a high level (e.g., formal report, interviews) as required twice a year.	We have systems in place to regularly communicate progress and achievement information to parents and whānau in a variety of ways, both written and face to face. School-wide, we seek opportunities for parents and whānau to learn about, participate in, and contribute to our assessment and reporting practices.	Our school actively fosters authentic partnerships with parents and whānau as key contributors to learning. Our teachers engage in critical conversations with parents and whānau about what is being learned and why and how they can support learning at home. We create opportunities for parents and whānau to learn about, participate in, and contribute to the assessment and reporting practices. Clear, timely and high-quality information is shared with parents and whānau through ongoing dialogue and formal reporting about student progress and achievement.
Outcomes and impact	Assessment for progress and achievement	We use a limited amount of assessment information to measure achievement for students in relation to the expectations for their year level as described by the curriculum. We typically do not share learning goals with students and do not show them what success in learning will look like for them.	Our school uses some assessment information to measure achievement for students in relation to the expectations for their year level as described by the curriculum. We use learning goals with students from time to time and sometimes show them what success in learning will look like. When success criteria are used, that information is generally provided to students rather than involving them directly in the process.	Our teachers use a range of quality assessment information to measure progress and achievement for students in relation to the expectations for their year level as described by the curriculum. Students can usually articulate what they are learning and what success in learning looks like, but this is not consistent across the school.	Our teachers use a range of quality assessment information to measure progress and achievement for students in relation to the expectations for their year level as described by the curriculum. Across our school, students are clear about what they are learning and what success looks like. Students can articulate how and when they know they have learned something or mastered a concept.
Enabling infrastructure	Collection, analysis and sharing of quality information	Our school does not systematically collect or store evidence of learning. It is not discussed across the school, and we have limited systems and files.	Our school is beginning to be efficient and knowledgeable in collecting and storing evidence of learning. We sometimes share and discuss with colleagues what it means for students in our classes.	Our school collects classroom evidence of learning from a variety of sources and in a variety of forms. It is stored in a way that makes it accessible. We often share it and use it to discuss how to improve student learning across our teams and the whole school.	We have identified what quality information is valued at our school and community, and we have consistent and systematic ways to collect and analyse this. Evidence about our students is accessible and used regularly to inform next steps in setting targets and measuring impact. We ensure that appropriate assessment data travels with the students to support their transitions.
Building capability	Building capability through professional learning and inquiry	Analysing and using data hasn't been a focus of our professional learning. Our school doesn't have ways to use evidence of student progress and achievement to measure impact.	Our school has undertaken some professional learning and inquiry into analysing and using data. We are beginning to see that evidence of student progress and achievement is a way of knowing about our impact and what our schools next learning steps are.	Our teachers can confidently analyse and use data. We frequently use evidence from across our school to plan our school strategies and set and measure progress against these targets.	Our teachers are actively engaged in evidence-inquiry cycles linked to identified issues and priorities. Our teachers recognise that student success is linked to their teaching and through the evidence-inquiry cycles. They are constantly inquiring into their own impact and that is discussed among colleagues to learn from each other.
Tools & resources to support practice	Sources of quality information	The evidence of learning we collect is primarily literacy and maths focused and is collected from formal testing.	Our collection and analysis of evidence focusses primarily on literacy and maths but sometimes includes other assessment information.	Our school's collection and analysis of evidence focuses on many of the dimensions of progress and achievement. As a school, we use quality assessment information from observations, conversations, tasks, and tools to inform our decisions about how students are progressing in relation to expectation for their year level.	We collaborate to collect and analyse evidence that focuses on all dimensions of student progress and achievement. This allows teachers to recognise how learning has been acquired, retained and applied. Across our school, we use quality assessment information from observations, conversations, tasks, and tools to make informed decisions about how students are progressing in relation to expectation for their year level. We check the assessments we use for validity, reliability, and fairness. We moderate within our school and across schools to develop a shared understanding of progress and achievement.