

Feedback for \_\_\_\_\_ from \_\_\_\_\_

Practice	Not Enough Evidence	Beginning	Developing	Proficient	Advanced	Expert
<b>Choose Practices</b>	I do not define my practices.	The “buckets” may be focused solely on content knowledge.  The practices are described.	I select 4–12 practices.  The practices are actions demonstrated by students as they engage with the skills and knowledge specific to my discipline.	The practices can be used throughout the school year.  Each practice has its own clear purpose and scope.  The practices involve a combination of skills, strategies, applications, and behaviors.	Each practice has well-described, specific outcomes. The practices are clearly defined and separate from each other.  The practices do not overlap.	These skills are actions students practice in many different lessons and assignments.  I focus on overarching skills that help students think and work like experts in my subject area.
<b>Breakdown of Achievement Levels</b>	I have less than 3 achievement levels for each LP.	I have 3 or more achievement levels for each LP.  I name the achievement levels.	Each achievement level has an implied anchor word.  Each achievement level describes an incremental step along the path to mastery.  The achievement levels progress from lowest to highest (L→R).	I use the anchor word for the achievement level to maintain consistency across practices.  The first achievement level is easy enough for all students to accomplish (low floor).  The final achievement level challenges even advanced learners, but is within reach (high ceiling).  Achievement level names are non-judgmental and qualitative.	I effectively use the anchor word for the achievement level across practices.  Each achievement level describes how skills actually develop in my discipline, ensuring that advancement from one level to the next reflects authentic growth rather than artificial divisions.  Achievement levels are appropriate for the age of the student.	The achievement levels get more complex and developmentally sophisticated.  I create a clear, logical path showing how skills grow from basic attempts to expert-level work.
<b>Flexibility and Usefulness of each LP</b>	The learning progression is focused on content knowledge <i>AND</i> My learning progression works for one specific test or project.	The learning progression is focused on content knowledge.  OR My learning progression works for one specific test or project.	I frame the learning progression around skill development.  My learning progression works for multiple specific assignments.	I can use the learning progression across multiple assignments and in many contexts within my class.  The LP will be useful in tracking students’ growing competence in disciplinary practices.  Students will get some practice and feedback on each LP in each unit.	My learning progression works for an assessment type across multiple units.  Students will get ample practice and sufficient feedback on each LP because I will be able to use it in my class frequently and consistently.  Each learning progression stands alone without depending on other LPs (no double jeopardy).	The LP measures specific areas of skill growth and development over the school year.  Taken as a whole, the collection of LPs collectively communicates what students know and can do.  I build flexibility into achievement levels by using words like “When appropriate” or “and/or”.
<b>Use Clear, Positive Language</b>	I write from the teacher's viewpoint.	I write from the student's viewpoint.	I write from the student's viewpoint using positive language.  I use action words and specific descriptors.	My language effectively shows what students can do.  The words and descriptors connect directly to what I teach and value in their classroom.  I write clear, focused criteria.	All stated criteria are observable and measurable.  Each level describes only new facets/requirements of the LP.	Requirements stated in each achievement level are streamlined and easy to read/follow.

**COMMENTS AND FEEDBACK:**

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