Leading the use of Classroom Assessments to Guide Instruction that Supports Student Learning

Course: Using Data to Improve School Section E05 Fall Semester 2026 CO

Criteria	Level 4	Level 3	Level 2	Level 1	Criterion Score
Part One: Assessment Selection/Development	20 points Clearly describes the collaborative process used to select or develop an appropriate common assessment aligned to identified grade-level/content standards. Explains the purpose and type of assessment and provides sufficient information about its administration to students. Demonstrates a clear connection among standards, assessment, and intended learning.	17 points Describes the process used to select or develop an assessment aligned to grade-level/content standards. Provides information about the assessment and its administration, but some details about the collaborative process, purpose, or alignment may be limited.	15 points Identifies an assessment, but the description of its development/selection, alignment to standards, purpose, or administration lacks sufficient detail. Evidence of teacher collaboration is limited.	12 points Provides minimal information about the assessment. Alignment to standards, purpose, administration, and/or evidence of collaboration is unclear or missing.	/ 20

Criteria	**Level 4**	**Level 3**	**Level 2**	**Level 1**	**Criterion Score**
Part Two: Leading the Data Discussion	20 points Provides a thorough analysis of assessment results using **specific data as evidence**. Clearly identifies strengths, areas for growth, standards mastered/not mastered, and patterns among **all students and relevant student groups**. Demonstrates effective leadership of a collaborative data discussion that moves beyond reporting results to interpreting what the data mean for student learning.	17 points Provides an appropriate analysis of assessment results and identifies strengths, areas for growth, and performance on standards. Considers student groups and demonstrates evidence of leading teachers in collaborative analysis. Some conclusions may lack specificity or depth.	15 points Provides a basic analysis of results, but relies primarily on general observations rather than specific data. Analysis of standards and/or student groups is limited. Evidence of a purposeful collaborative data discussion is inconsistent.	12 points Provides minimal analysis of assessment results. Strengths, areas for growth, standards, or student groups are inadequately addressed. Little evidence is provided that the candidate effectively led teachers through a collaborative data-analysis process.	/ 20

Criteria	**Level 4**	**Level 3**	**Level 2**	**Level 1**	**Criterion Score**
Part Three: Using Data to Inform Instruction	20 points Develops a clear, specific, and actionable instructional plan **directly based on assessment findings**. Appropriately differentiates instruction for **Tier I, Tier II, and Enrichment** based on identified student needs. Incorporates appropriate research-based instructional practices and demonstrates strong collaboration with teachers in planning instruction to improve student learning.	17 points Develops an instructional plan connected to assessment findings and addresses Tier I, Tier II, and Enrichment. Includes appropriate research-based practices and evidence of collaborative planning. Some instructional decisions or connections to specific data could be more fully developed.	15 points Provides an instructional plan, but connections between assessment results and instructional decisions are general or inconsistent. Tier I, Tier II, and/or Enrichment are insufficiently differentiated. Research-based practices or evidence of collaboration is limited.	12 points Instructional planning is minimal, incomplete, or weakly connected to assessment results. Tier I, Tier II, and Enrichment needs are not adequately addressed, and/or research-based practices are missing.	/ 20

Criteria	**Level 4**	**Level 3**	**Level 2**	**Level 1**	**Criterion Score**
Part Four: Monitoring the Impact of the Instructional Plan	20 points Provides a comprehensive and feasible plan for monitoring the impact of instruction on student learning. Clearly explains **what evidence/data will be collected, how progress will be measured, when monitoring will occur, and how results will be used to adjust instruction**. Demonstrates an ongoing cycle of assessment, instruction, monitoring, and adjustment.	17 points Provides an appropriate plan for monitoring student learning and explains how results will inform subsequent instructional decisions. Most important monitoring components are addressed, although some details may be limited.	15 points Provides a general monitoring plan, but lacks specificity regarding measures, timelines, criteria for success, or how results will be used to modify instruction.	12 points Provides a minimal or incomplete monitoring plan. The connection between monitoring, student learning, and future instructional decisions is unclear or missing.	/ 20

Criteria	**Level 4**	**Level 3**	**Level 2**	**Level 1**	**Criterion Score**
Part Five: Leadership Reflection & Application of Course Material	20 points Provides a thoughtful **three-paragraph reflection** that fully addresses all required questions. Critically examines school strengths and areas for improvement in using assessments to guide instruction; identifies specific actions/processes for improvement; and analyzes leadership challenges/barriers and strategies for overcoming them. Makes meaningful and accurate connections to course materials, including the required references. Demonstrates strong reflection on the candidate's own leadership practice and future actions.	17 points Addresses all required reflection questions and demonstrates appropriate consideration of assessment practices, improvement strategies, leadership challenges, and solutions. Includes the required connections to course materials, although analysis or application may lack some depth.	15 points Addresses most reflection questions, but responses are primarily descriptive or general rather than analytical. Connections to leadership practice and course materials are limited, unclear, or incomplete.	12 points Reflection is incomplete or provides minimal analysis of leadership practice. One or more required questions are not adequately addressed. Required connections to course materials are missing or substantially incomplete.	/ 20

Total	/ 100

Overall Score

Level 4	Level 3	Level 2	Level 1
11 points minimum	8 points minimum	5 points minimum	0 points minimum