



EAA Classroom Implementation Rubric

Formative Assessment Process in Action

EAA Classroom Success Criteria	NY	S	E
1) EVIDENCE			
Learning Intentions (LI) & Success Criteria (SC)			
Students can articulate learning intentions and success criteria			
Students engage in co-construction of the success criteria with their classmates and teacher			
Students can identify success criteria (SC) in student work samples & exemplars			
Students reflect regularly using essential questions connected to big ideas			
Assessment Tools			
Formative assessments reflect the LI and SC aligned to focus learning progression/standard(s) (rubrics/check-lists)			
Exemplars are annotated by the SC and are visible to students (note-books, LMS, classroom environment)			
Samples of student work are used so students can practice applying SC (varying degrees of proficiency)			
2) ANALYSIS			
Peer & Self Assessment, Feedback			
Students use rubrics/check-lists when engaged in self assessment and peer assessment			
Students get regular practice applying the SC			
Students can identify SC in each other's work			
Students can give feedback based on the SC in a respectful manner			
Students engage in reflective dialogue with peers and teacher based on rubrics/check-lists			
Students get regular feedback from teacher to lift the accuracy of their self and peer assessments			
3) ACTION			
Goal Setting, Revision, Feedback, Tracking System			
Students reflect on their strengths and next steps based on feedback from peer/self- assessment & teacher			
Students create SMARTER personal learning goals based on feedback			
Students revise assessment based on feedback tied to rubric/check-list			
Students keep track of their progress and mastery of Focus Standards (they have a way to organize their learning)			

NY = Not Yet S = Sometimes E = Evidence