



NEPF Writing the Summative Evaluation Tool

Standard	Indicator	Language of the Indicator	As Evidenced by Teacher/Student Action	Performance Level
S1. New learning is connected to prior learning and experience	1. Teacher activates all students' initial understanding of new concepts and skills	T activates students' initial understanding ...	<ul style="list-style-type: none"> • Asks questions • Structures discussions • Asks for free recall • Asks for oral response from students • Makes diagrams • Asks students to write • Asks students to draw • Asks students to describe • + Supporting evidence to confirm learning for students 	4 – fully, all, multiple methods/modes – more than 2 3 – adequately, most, 2 methods/modes 2 – inadequately activates most, limited methods/modes 1 – no, almost no
	2. Teacher makes connections explicit between previous learning and new concepts and skills for all students	T make connections explicit between previous learning and new concepts and skills ...	<ul style="list-style-type: none"> • Relates connections to school and out-of-school contexts • Asks questions to make connections explicit • Asks students to describe connections • Elaborates on connections to make more explicit • Asks students to connect what they already know to what they are going to do next • Teacher to student discussion • Student to student discussion • + Supporting evidence to confirm learning for students 	4 – all 3 – adequate, most 2 – inadequate connections for most 1 – no, almost no



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S1.	3. Teacher makes clear the purpose and relevance of new learning for all students	T makes clear the purpose and relevance of new learning...	<ul style="list-style-type: none"> • Connects the new learning to real world (i.e., academic, social, cultural) • Identifies goals and success criteria to make purpose clear • Connects the lesson to longer - term goals • Asks students to describe relevance of the new learning • Identifies goals and success criteria to make purpose clear • Teacher to student discussion • Student to student discussion • + Supporting evidence to confirm learning for students 	4 – fully, all, clearly 3 – adequately, most, sufficiently 2 – inadequately for most, minimally 1 – no, almost no
	4. Teacher provides all students opportunities to build on or challenge initial understandings	T provides opportunities to build on or challenge initial understandings...	<ul style="list-style-type: none"> • Extends and develops sequence of events/activities • Bridges understanding from initial concept to targeted learning • Structures opportunities to challenge their initial evidence • Teacher to student discussion • Student to student discussion • + Supporting evidence to confirm learning for students 	4 – effective, varied 3 – adequate, strategies – 2, most 2 – inadequate and unvaried strategies, minimally assisting most 1 – no, almost no



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S2. Learning Tasks have high cognitive demand for diverse learners	1. Tasks purposefully employ all students' cognitive abilities and skills.	T purposefully employs students' cognitive abilities and skills...	<ul style="list-style-type: none"> • Develops range of tasks that allows entry point for students with a varying ability levels • Develops tasks that require varying cognitive abilities (reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing, etc.) • + Supporting evidence to confirm learning for students 	4 - all, relevant, substantive, effectively 3 - most, generally relevant and worthwhile, adequately 2 - tasks inadequately engage most students 1 - does not engage any
	2. Tasks place appropriate demands on each student	T places appropriate demands on students...	<ul style="list-style-type: none"> • Develops open-ended tasks that match students ability levels • Supports students using reading groups, strategy groups, graphic organizers, questions, table discussions, images, modeling, success criteria, modeling etc. • + Supporting evidence to confirm learning for students 	4 - appropriate, every, effectively, each 3 - generally appropriate, most, largely 2 - appropriate, minimally enabling most 1 - no, almost no
	3. Tasks progressively develop all students' cognitive abilities and skills	T progressively structures tasks that advance students' thinking during the course of a lesson and/or across multiple lessons...	<ul style="list-style-type: none"> • Structures multi-leveled tasks in connected steps to support overall goals of lesson, unit, or standard • + Supporting evidence to confirm learning for students 	4 - effectively, multi-leveled, all, in connected steps 3 - adequately, more than one level, most, in connected steps 2 - single task at one level, minimally advance any in connected steps and across multiple lessons 1 - does not structure tasks to advance any in connected steps and across multiple lessons
	4. Teacher operates with a deep belief that all children can achieve regardless race, perceived ability and socio-economic status.	T operates with a deep belief that all children can achieve...	<ul style="list-style-type: none"> • Provides students with tasks that are based on ability levels • Works with students based on their cognitive ability scores • + Supporting evidence to confirm learning for students 	4 - effectively, all 3 - most 2 - few 1 - none, almost none



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S3. Students Engage in Meaning-Making through Discourse and Other Strategies	1. Teacher provides opportunities for extended, productive discourse between the teacher and students and among students.	T provides opportunities for extended productive discourse...	<ul style="list-style-type: none"> Provides opportunities for student to student or teacher to student discussions either orally or in writing (i.e., exchanging ideas, adding to the ideas, sharing strategies, asking questions, offering solutions, sharing evidence to support argument, etc.) + Supporting evidence to confirm learning for students 	4 – effectively, actively, reciprocal, sustained 3 – adequate, most, actively, reciprocal and sustained, generally 2 – some or most, to varying degrees, limited, somewhat, only minimally 1 – no, almost no, not
	2. Teacher provides opportunities for all students to create and interpret multiple representations	Teacher provides opportunities for students to create and interpret multiple representations...	<ul style="list-style-type: none"> Uses multiple representations that may include graphic organizers, models, diagrams, images/visuals, data, concept maps, criteria lists, videos, drawings, documents, simulations, listening strategies, mental maps, discussion, etc. + Supporting evidence to confirm learning for students 	4 – effectively, all, successfully, varied 3 – adequately, most, more than one type, generally 2 – inadequately for some or most, only somewhat 1 – no, almost no
	3. Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Teacher assists students to use existing knowledge and prior experience to make connections and recognize relationships...	<ul style="list-style-type: none"> Makes connections to prior learning and social experience to move forward Compares or contrasts new concepts and prior concepts Discusses similarities and differences between new concepts and prior concepts Discusses at beginning of class initial knowledge of concept and at end of class asks students to add to knowledge Moves from reflection, discussion, and knowledge of parts to connection of whole. + Supporting evidence to confirm learning for students 	4 – various and effective 3 – sufficient, most, generally 2 – limited strategies for some or most, only somewhat 1 – no, almost no



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S3.	4. Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.	Teacher structures the classroom environment to enable collaboration, participation and a positive affective experience...	<ul style="list-style-type: none">• Develops process for participation and collaboration in whole class and in group discussion• Creates routines and structures so that students may learn and build on ideas• + Supporting evidence to confirm learning for students	4 – effectively, all, fully 3 – adequately, most, generally 2 – inadequately, few, minimally 1 – no, almost no



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Standard	Indicator	Language of the Indicator	As Evidenced by Teacher/Student Action	Performance Level
S 4. Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	1. Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.	Teachers and students understand what students are learning, why they are learning it, and how they will know if they have learned it...	<ul style="list-style-type: none"> • Communicates and/ or reviews learning goals, performance criteria, and purpose of lesson • Writes “I can” statements • Participates in interviews • + Supporting evidence to confirm learning for students 	<p>4 – all, fully, students explain: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like</p> <p>3 – most, generally explain: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like OR Most students can fully explain two of the following: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like</p> <p>2 – most, vaguely explain one or more of the following: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like</p> <p>1 – no or almost none can explain: (1) what the intended learning goal of the lesson is, (2) why they are learning it, and (3) what successful performance looks like</p>
	2. Teacher structures opportunities for self-monitored learning for all students.	Teacher structures opportunities for self monitored learning...	<ul style="list-style-type: none"> • Provides self monitoring opportunities for students (i.e., self reflection notes, strategies, discussion, etc.) • + Supporting evidence to confirm learning for students 	<p>4 – all, actively, directly, well-structured</p> <p>3 – most, adequate, generally, moderately well-structured</p> <p>2 – most do not engage in adequate, generally unrelated, only limited, and/or poorly structured</p> <p>1 – no, almost no</p>



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S 4.	3. Teacher supports all students to take actions based on students' own self-monitoring.	Teacher supports students to take actions...	<ul style="list-style-type: none"> • Participates in conferences either with teacher and/or students • Revises and takes action on their own • Uses strategies based on individual needs • Makes notes, reorganizes notes, conducts investigations, creates representations or seeks assistance • Develops plan of action based on individual evaluation of learning status • + Supporting evidence to confirm learning for students 	4 – all, routinely 3 – most, frequently, largely on own 2 – most, infrequently, few self-assessment opportunities 1 – no, almost no



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Standard	Indicator	Language of the Indicator	As Evidenced by Teacher/Student Action	Performance Level
S 5. Assessment is Integrated into Instruction	1. Teacher plans on-going learning opportunities based on evidence of all students' current learning status.	Teacher plans on-going learning opportunities based on evidence...	<ul style="list-style-type: none"> • Provides details in lesson plans about student actions (questions, activities, self-reflection opportunities) • Plans open-ended tasks with multiple entry points • + Supporting evidence to confirm learning for students 	4 – consistently, substantial, current, all 3 – frequently, adequate of most 2 – sometimes, frequently outdated and/or limited 1 – no, almost no
	2. Teacher aligns assessment opportunities with learning goals and performance criteria.	Teacher aligns assessment opportunities and learning goals and performance criteria...	<ul style="list-style-type: none"> • Structures formative assessment aligned to learning goals and performance criteria • Reviews learning goals and performance criteria • Circulates through room to review work, ask questions, take notes • + Supporting evidence to confirm learning for students 	4 – fully, clearly specified, quality, all 3 – adequate, specified, adequate evidence of most 2 – inadequately, insufficiently specified to provide adequate of most 1 – no, almost no
	3. Teacher structures opportunities to generate evidence of learning during the lesson of all students.	T structures opportunities to generate evidence of learning for students...	<ul style="list-style-type: none"> • Deliberately structures opportunities to generate evidence • Solicits extended explanations of students' thinking • Reviews student work by circulating throughout class engaging in discussion, observing what students are doing and listening to conversations • Makes adjustments based on feedback • Obtains evidence through whole class discussion • + Supporting evidence to confirm learning for students 	4 – multiple, varied, all 3 – adequate (e.g., several or varied) 2 – limited evidence for most 1 – 1 – no, almost no



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S 5.	4. Teacher adapts actions based on evidence in the lesson for all students.	Teacher adapts actions based on evidence...	<ul style="list-style-type: none">• Looks for particular examples of pieces of work for students to share with the class• Asks students to share similarities and differences• Shows work to class and asks for feedback• Revises work based on learning and feedback from teacher and students• Asks questions or based on questions, makes adjustments or continues on in lesson• Engages in discussion or plans other activities based on misconceptions• + Supporting evidence to confirm learning for students	4 – effectively, all 3 – adequately, most 2 – inadequately adapts action for most 1 – regardless of any