February 5, 2015

Allison Brown, Board Chair
Shining Stars Montessori PCS
6015 Chillum Place NE
Washington, DC 20011

Dear Ms. Brown:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2014-15 school year for the following reason:

- o   School eligible for 5-year Charter Review during 2015-16 school year

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of *Shining Stars Montessori Public Charter School (PCS)* between November 10 - 21, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting.

Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, the classroom environment, and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Shining Stars Montessori PCS.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Shining Stars Montessori PCS serves 122 students in prekindergarten 3 (PK3) through grade 3 in Ward 4. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in November 2014 because Shining Stars Montessori Public Charter School (Shining Stars PCS) is eligible for 5-year charter review during the 2015-16 school year.

The QSR team conducted observations over the course of a two-week window, from November 10 through November 21, 2014. A team of two PCSB staff members (including PCSB's Special Education Specialist) and one consultant conducted 12 observations of six classrooms. A PCSB staff member also attended a Board of Trustees meeting. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In some instances, a QSR team may have observed a teacher twice. The QSR team also collected evidence regarding the school's stated mission and goals.

The QSR team scored 52% of the observations as distinguished or proficient in the Classroom Environment domain, indicating that interactions between teachers and students as well as students and students in half the classrooms were generally polite, respectful, and caring. In alignment with the school's Montessori approach, children engaged in self-directed assignments and moved easily from one task to another. In general student behavior was appropriate and teachers monitored many students to encourage and redirect, as needed. However when student arguments were ignored, there was often escalation and teachers responded inconsistently and at times ineffectively in these moments. The adults had uneven rapport with individual students, hugging or saying words of encouragement to some, but not all students. Some teachers successfully redirected misbehavior through proximity or softly spoken words, while other teachers' attempts were threatening (taking away free time) and/or ineffective.

The QSR team only scored 28% of the observations as distinguished or proficient in the Instruction domain. As consistent with the Montessori instructional model, students engaged in open-ended activities and were expected to choose when to complete and move on to another task. However all teacher questioning/discussion techniques were either leading students through a single path of inquiry or not evidently meant to prompt student thinking. Task completion, rather than student learning and discovery, seemed to predominate in the team's observations. Multiple staff members, such as instructional aides/assistants and a guidance counselor, were observed working with children in small groups. Teachers guided their students in a variety of flexible groupings including small group, whole group, 1:1, and pairs, all of which were student-directed and teacher- guided. The school described two strategies for "differentiating a lesson" - breaking down material into smaller sections for instruction and providing alternate ways of learning materials. Neither of these strategies was observed in the inclusive classroom. Further in almost all classrooms, the reviewer noted a general lack of engaging students in discussions and gathering evidence of student understanding, described by the school as strategies for progress monitoring. Based on these observations there is a concern with the lack of appropriate strategies and services to support all students, inclusive of students at risk of academic failure and/or students with disabilities.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Shining Stars Montessori PCS's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
Mission: The mission of Shining Stars Montessori Academy is to offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential.	The QSR team observed evidence that Shining Stars Montessori PCS is carrying out parts of its mission. *Quality Montessori education:* Most of the observed classrooms demonstrated elements of Montessori curricula and philosophy through the use of large blocks of work time, student-directed lessons/activities (e.g., students select their learning tasks while teachers acted as guides/facilitators) and the use of Montessori manipulatives (e.g., mats for activities, picture cards, cylindrical pegs/puzzles, geographical puzzles, life-skills activities such as pouring water in a glass or identifying a spoon, fork and knife). The mission statement of Shining Stars was also posted upon entering the school on the wall facing the entrance. However the majority of observations indicated that little to no invitation of student intellectual engagement was present. While children may have engaged in the activities, it was mostly procedural work with little exploration of strategic thinking. *Culturally inclusive principles:* All observed classrooms had students and teachers from varying ethnic/cultural and linguistic backgrounds. Classrooms incorporated

Mission and Goals	Evidence
	elements of cultural inclusivity through the display of flags from countries across the world, students playing with puzzles of continents on a world map, pictures of world leaders (Gandhi, Martin Luther King Jr.) and names of classrooms based on these leaders/concepts (Keller stars, Bethune stars, etc.). Many classrooms displayed photographs of students and their families. One teacher was observed reading aloud a book, teaching students to count in Arabic.
Goals: 1. Stimulate the growth of the whole child by following the natural developmental cycles of human beings.	Students had the flexibility to choose their own learning tasks in terms of which activity, where to do the work, and with whom. In some of the observations, teachers used prompting to engage students in various activities. In the majority of the observations, students were responsible for clean up as well as helping each other.
2. Encourage the child to follow their own individual interests as they learn at their own pace.	In the majority of observations, the teacher advised students to pick an activity of their choosing. These activities included tasks such as: reciting sight words, tracing numbers, cursive writing, coloring, and manipulating beads to show place value. The teacher and aides circulated in the classroom to support students with their selected activity. Most students were not given time frames in which to complete activities, thus allowing them to work at their own pace. The QSR team also saw teachers ignoring students engaged in conflicts with other students, thus not addressing the social-emotional side of the children. These arguments also distracted other students from their learning work. Teachers left students alone who were not on task, seemed upset, or were otherwise misbehaving for long periods of time. This took significant time away from the learning tasks of those students.

Mission and Goals	Evidence
3. Provide multi-age classrooms to facilitate and encourage individualized learning.	All classrooms were multi-age with a schedule adjusted for students' needs. The younger students took naps after lunch, while other stayed in their classrooms to continue learning. Students engaged in tasks individually as well as collaboratively, and several teachers encouraged individualized learning by directing students to tasks and supporting them with specific goals.
4. Provide an uninterrupted work cycle in which learning can occur.	Almost all classrooms had uninterrupted work cycle time from 8:30-11:30. Several classrooms also had uninterrupted work cycles in the afternoon. However in one observation the teacher continually interrupted students to clean up messes around them in the midst of their work time.
5. Encourage collaboration between the teacher and the child.	In most observations teachers circulated around the classroom to provide support with students on their selected activities. The majority of these interactions were respectful. One classroom had a read aloud where students were aggregated near the teacher's seat. In other observations there was limited collaboration observed between adults and children. One adult worked with one child for the duration of the observation while the other adult worked on his/her laptop.
6. Organize the child's activities and learning according to their social development.	Some children worked independently, while others worked collaboratively. Fluid movement was observed in almost all classrooms. Adults spent extra time and/or used proximity with some children in almost all classrooms.

Mission and Goals	Evidence
7. Encourage the child to be motivated and rewarded by his own individual achievement.	Many children spent significant time on one activity, sometimes showing work to their teacher, other times, moving on to another activity. In all observations at least half of the students appeared to be engaged in their self-selected activities. The other students appeared to require prompting by the teacher and/or aide in order to engage in their activities. During the read aloud in one classroom, half of the students were not engaged in the story as evidenced by them staring off into space, watching other students, or being distracted by other materials on or near the floor where they were seated.
8. Promote the child's ability to find out and do things for him/ herself through manipulation of the materials (auto-education), leading to his/her functional independence.	Students in most observations helped with clean up and/or taking care of themselves (shoe tying). Many activities, especially in Primary rooms, were somewhat open-ended, although teachers often asked students to do specific things with the materials.
9. Encourage the development of positive self-image through specialized integrated culture-based learning activities and materials.	In many classrooms photographs of the children and their families were displayed. International flags were observed in all classrooms, and students in several classrooms were observed engaging with maps or globes. In one observation the teacher conducted a read-aloud of a book entitled *Today I Feel Silly and Other Moods That Make My Day* followed by the teacher asking students to share their feelings for the day with their classmates. In another read-aloud the students were meant to learn to count in Arabic, although the students were only moderately successful with this outcome.

Mission and Goals	Evidence
10. Promote and encourage parental development and involvement.	Most classrooms had a newsletter posted in front of school. Thanksgiving was celebrated during the second week of observations with parents invited into the classrooms for a feast. A few classrooms had photos of students and their families.
11. Provide a loving, secure, and ordered place for every child.	Teachers addressed misbehavior unevenly among observed classrooms. In some cases the teacher/aide would address specific students and redirect them and in other cases would ignore students. There were several altercations between students, often involving tears, which were unsuccessfully addressed or ignored altogether. Teachers and aides had uneven rapport with students, hugging or saying words of encouragement to some, but not all students. Some teachers successfully redirected misbehavior through proximity or softly spoken words, while other teachers' attempts were threatening (taking away free time) and/or ineffective.
12. Provide adequately trained and responsive staff.	All classrooms had at least two adults who, for the most part, utilized similar strategies as the primary teacher.
13. Promote and encourage self-discipline and conflict resolution strategies.	In several observations there was little misbehavior and students engaged in self-discipline successfully. Some teachers stepped into conflicts and directed student behavior/action (rather than promoting conflict resolution). Other teachers asked questions when conflict arose. In other observations teachers appeared to ignore conflicts altogether.

Mission and Goals	Evidence
14. Provide the opportunities for and encourage, purposeful movement, leading to the refining of the fine and gross motor skills.	All observations had multiple examples of this goal as it relates to fine motor skill development. Students practiced using scissors and cutting paper, pinching clothespins and placing them on wooden bowls, pouring water into a glass, painting, tracing shapes, using stencils, putting together puzzles, etc. Students also practiced this goal when eating their morning snack (bagel, cupcake, apples) through spreading the cream cheese on their bagels, un-wrapping the cupcake wrapper, etc. There was limited evidence of gross motor development. All students moved about the classroom, some running while others walking, as encouraged. In one classroom students practiced marching.
15. Effective instruction supporting student academic progress and achievement in reading and math.	Many students were observed with books in hand and several teachers conducted read alouds. One observation included students copying definitions and information. Observers saw a wide variety of math activities, including ordering by size, counting, tracing numbers, and solving standard algorithms throughout all classrooms. In many observations, teachers appeared to be more focused on task completion rather than student learning and engagement.
16. Moving students to advanced levels of proficiency in reading and math.	There were some instances of differentiation observed including teachers working individually with a student, repeating the same content, and asking individual students to do specific tasks (tying, matching words, tracing numbers, finding given number of objects). Two teachers took notes about work with children (although one teacher's notes were not specific about the student's accomplishments and/or challenges). There was limited evidence of students working on content that was above grade-level.

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Mission and Goals	Evidence
17. Promotion of reading proficiency by third grade and math proficiency by eighth grade.	There were no specific reading tasks observed in the Elementary room. The math tasks in this classroom involved solving algorithms (multi-digit addition and subtraction, one digit multiplication), but no specific instruction was observed in this room related to this. In one Primary room students practiced phonics with a CD.
18. Culture of learning and support in the classroom.	Multiple teachers in each classroom worked with individuals/small groups on both behavioral redirection and academic lessons.
Governance:	The Shining Stars PCS Board met for their monthly meeting on November 7, 2014. A quorum was present. The executive director delivered her monthly report to the board. She discussed that the school had administered its fall assessment and would be reviewing the results in an upcoming full-day professional development session. She also discussed the school's upcoming qualitative site review. Additionally she updated the board on the school's dual accreditation process, and announced that the school had hired a new special education coordinator. The board chair discussed the school's enrollment, noting that the school's move hurt enrollment. Sixty students decided not to enroll because of the difficulty in traveling to the school's Chillum location. The board chair commended parents and staff who worked hard to recruit new students, and congratulated the school for enrolling 121 students for the 2014-15 school year.

THE CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored only half (52%) of observations as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team rated 59% of the observations as proficient or distinguished in this component. Interactions between teachers and students as well as between students were generally polite, respectful, and caring. Some teachers used the phrase, "doing things peacefully" when they noticed students sitting or working quietly. This language was also used to redirect misbehaviors in some instances. Most students were called by their first name and all adults engaged in support and redirection. The majority of these instances were positive and respectful in nature.	Distinguished	17%
		Proficient	42%
	The QSR team scored 42% of the observations as basic in the component of "Creating an Environment of Respect and Rapport". Teachers ignored students engaging in conflicts with other students, not addressing their social-emotional needs. These arguments also distracted other students from their learning work. Teachers left students alone, who were not on task, seemed upset, or were otherwise misbehaving for long periods of time.	Basic	42%
		Unsatisfactory	0%
		Distinguished	0%

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[1] Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	The QSR team rated only one-third of the observations as proficient in the component of "Establishing a Culture for Learning" and none as distinguished. Most students understood their role as learners and engaged in activities for much of the observation time. Some students were observed telling their teacher or peers that they wanted to do the work on their own, and a few students said that they had not yet had a lesson.	Proficient	33%
	The QSR team scored 66% of the observations as basic or unsatisfactory. There were multiple instances where teachers appeared to be "going through the motions", seemingly with task completion as the goal. In several read-aloud observations, the teacher engaged in a very limited way with students in terms of comprehension, participation, or paying attention. In other observations the teachers remained neutral or had limited engagement with students and their learning.	Basic	58%
		Unsatisfactory	8%
Managing Classroom Procedures	In the "Managing Classroom Procedures" component, the QSR team rated 67% of the observations as proficient or distinguished. The management of time, transitions, and materials were successful in these observations. In many observations students also assisted with getting their own materials as well as clean up, both in between activities and at the end of the work period. Teachers and aides circulated amongst children and also assisted in clean up.	Distinguished	17%
		Proficient	50%
	The QSR team rated 33% of the observations as basic. Transitions were not smooth and students were not engaged when not working directly with the teacher. Some students were also not engaged or responsive when they	Basic	33%

The Classroom Environment	Evidence Observed	School Wide Rating	
	were with the teacher, primarily in a larger group setting. Several students appeared confused during transitions, unclear of what to do. For example when the bell rang, most students in one observation did not stop their work, even after the teacher also requested this verbally.	Unsatisfactory	0%
Managing Student Behavior	The QSR team rated 50% of observations as proficient or distinguished in the component of "Managing Student Behavior". In some observations student behavior was generally appropriate and teachers responded appropriately to misbehaviors. In most classrooms all adults circulated during student work times to monitor and redirect behavior.	Distinguished	8%
		Proficient	42%
	The QSR team scored 50% of the observations as basic in this component. Teachers did not appear aware of disruptions or responded ineffectively to them. Several observations noted inconsistent responses from teachers in terms of response to misbehavior. In one observation, students argued over an item for several minutes without adult intervention.	Basic	50%
		Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored only 28% of observations as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 25% of observations as proficient in the component of "Communicating with Students" and none as distinguished. In these observations teachers gave specific directions/tasks to students, sometimes with a clear purpose, "I want you to practice tying, please get the lacing board." There were very few content errors observed and some teachers modeled processes in individual and/or small group lessons.	Distinguished	0%
		Proficient	25%
	The QSR team score 75% of the observations as basic or unsatisfactory in this component. The majority of observations indicated that little to no invitation of student intellectual engagement was present. While children may have engaged in the activities, it was mostly procedural work with little exploration of strategic thinking. In several observations the teacher's explanation of content left many students more than half the class, confused or unengaged.	Basic	50%
		Unsatisfactory	25%
Using Questioning/Prompts and Discussion Techniques	The QSR team did not score any of the observations as proficient or distinguished in the component of "Using Questioning/Prompts and Discussion Techniques."	Distinguished	0%
		Proficient	0%
	The QSR team scored all of the observations as basic or unsatisfactory in this component. When teachers posed questions, they often answered them themselves. Few to no questions invited student thinking or asked	Basic	45%

Instruction	Evidence Observed	School Wide Rating	
	students to explain beyond a few word response. In one observation when students began discussing the read-aloud text, the teacher redirected them and told them not to get carried away. The majority of observations indicated that when questions were asked, they were in regards to activity selection or completion.	Unsatisfactory	55%
Engaging Students in Learning	The QSR team rated 33% of observations as proficient and none as distinguished. Students often engaged in open-ended activities, such as painting, reading, and tray tasks. As students decided they were done with a task, the majority of them moved on to another activity to complete either independently, in collaboration with another student, or sometimes with an adult.	Distinguished	0%
		Proficient	33%
	The QSR team scored 67% of the observations as basic in the component of "Engaging Students in Learning." Learning tasks required little to no opportunity for students to explain their thinking. Several tasks also required recall or passive learning, such as copying from a dictionary or solving standard algorithms. When teachers engaged with students in an activity, it was more for assessment of completion than inquiry about what the student was learning or how the student chose to engage and accomplish the task.	Basic	67%
		Unsatisfactory	0%
Using Assessment in Instruction	The QSR team rated half of the observations as proficient and none as distinguished in terms of using assessment in instruction. Several teachers and aides monitored students and gave corrective feedback. In one classroom where students were writing cursive on the board, the teacher gave specific feedback about how to make the letters more accurately.	Distinguished	0%
		Proficient	50%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored 8% of the observations as basic and 42% of the observations earned an unsatisfactory score. Students did not appear to be aware of any assessment criteria and the majority of teachers did not make an effort to determine student understanding. When teachers did assess, it was more often for task completion.	Basic	8%
		Unsatisfactory	42%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.