

Sample Assessment Tools

Advisee

Examples from:

Francis W. Parker Charter Essential School, Devens, MA

Advisory Check-In (Self-Assessment)

Advisory Check-In (Assessed by Advisor)

Poland Regional High School, Poland, ME

Sophomore Core Portfolio Requirements

Sophomore Core Portfolio Rubric

Souhegan High School, Amherst, NH

Advisory Rubric (Criteria for Pass/Fail)

Bonny Eagle High School, Standish, ME

PLP Presentation and Credit Determination

Teacher Worksheet for Senior PLP Presentation

Noble High School, Berwick, ME

Noble Seminar Expectations (Criteria for Pass/Fail)

ADVISORY CHECK-IN (SELF-ASSESSMENT)

The advisory program exists to enable advisors and students to know each other well so that students make the most of their experiences as members of the Parker community. The specific purposes of advisory are as follows:

Advisee _____
 Advisor _____
 Date _____

- 1 Academic Advising:** The advisory is a place to develop personal learning plans (PLPs), to monitor student progress in general and toward specific goals, to discuss teachers' assessments with students and parents, and to build upon the habits of learning.
- 2 Community Service:** The advisory is a place to practice being an active member of the broader community by designing and implementing community service projects.
- 3 Community Conversations:** The advisory is a vehicle for school-wide conversations about community issues, including school governance, and about being a community member.
- 4 Recreation:** The advisory is a place to have fun and learn about group process and dynamics.

Criteria	Satisfactory	Needs Improvement
I arrive to advisory on time and stay throughout the duration of advisory meetings (unless prior arrangements have been made with the approval of my advisor).	_____	_____
I participate in and contribute positively to advisory activities.	_____	_____
I am respectful and supportive of other advisory members.	_____	_____
I am respectful of the advisory space and others' property.	_____	_____
I communicate with my advisor about academic issues and when appropriate about personal issues.	_____	_____
I am making choices and decisions that will be helpful in reaching the goals of my PLP.	_____	_____

Source: Francis W. Parker Charter Essential School, Devens, MA 01432

ADVISORY CHECK-IN (ADVISOR ASSESSMENT)

The advisory program exists to enable advisors and students to know each other well so that students make the most of their experiences as members of the Parker community. The specific purposes of advisory are as follows:

Advisee	_____
Advisor	_____
Date	_____

- 1 Academic Advising:** The advisory is a place to develop personal learning plans (PLPs), to monitor student progress in general and toward specific goals, to discuss teachers' assessments with students and parents, and to build upon the habits of learning.
- 2 Community Service:** The advisory is a place to practice being an active member of the broader community by designing and implementing community service projects.
- 3 Community Conversations:** The advisory is a vehicle for school-wide conversations about community issues, including school governance, and about being a community member.
- 4 Recreation:** The advisory is a place to have fun and learn about group process and dynamics.

Criteria	Satisfactory	Needs Improvement
Advisee arrives to advisory on time and stays throughout the duration of advisory meetings (unless prior arrangements have been made with the approval of the advisor).	_____	_____
Advisee participates in and contributes positively to advisory activities.	_____	_____
Advisee is respectful and supportive of other advisory members.	_____	_____
Advisee is respectful of the advisory space and others' property.	_____	_____
Advisee communicates with the advisor about academic issues and when appropriate about personal issues.	_____	_____
Advisee is making choices and decisions that will be helpful in reaching the goals of his/her PLP.	_____	_____

Source: Francis W. Parker Charter Essential School, Devens, MA 01432

SOPHOMORE CORE PORTFOLIO REQUIREMENTS

Sophomores will complete a portfolio that addresses the following portfolio “Essential Questions”:

- Who am I (as a learner)?**
- How am I doing?**
- Where am I going?**

The portfolio will include...

- **at least 8 pieces of evidence** from the student’s life that address the essential questions of the portfolio. Students can choose evidence from class, co-curriculars, home, hobbies, job, or wherever they find evidence that best answers the questions.
- **reflections/self-assessments** that address the essential questions of the portfolio, including skills and habits implicit in each of the Guiding Principles. The reflections/self-assessments may take a variety of forms and formats as makes sense for the author.
- **a cover letter** that explains the approach the student has taken in addressing the essential questions and provides an overview of his/her answers to the essential questions.
- **context** for each piece of evidence, some way of explaining where the evidence came from and why it is important.

You will keep and revise your portfolio over the length of your PRHS career. The portfolio will be a living document that evolves as you do.

All students will present aspects of their portfolio to a panel that includes their advisor, and likely parents, students, and other faculty. A focus of the presentation will be: Where am I going?

The overall grade that students receive on their portfolio will be listed on their transcripts. *Parents will receive progress reports about their student in terms of “student as worker” at the end of the first semester and in March.*

Remaining Roundtable Day: March 18th

Portfolio Due: March 25th

Portfolio Presentations: During Celebrations of Learning – May 1st and 2nd.

Source: Poland Regional High School

SOPHOMORE CORE PORTFOLIO RUBRIC

Quality of Portfolio Content:

Competent:

- **evidence** (at least 8 pieces) clearly addresses the essential questions of the portfolio.
- **reflections** clearly address the essential questions of the portfolio, including skills and habits implicit in each of the Guiding Principles.
- **cover letter** explains the approach the student has taken in addressing the essential questions and provides an overview of his/her answers to the essential questions.
- each piece of evidence is put in **context** (where it came from); it is clear why the piece is included in the portfolio.
- **overall portfolio** provides a clear answer to the essential questions.

Advanced:

- In addition...
- **artifacts** are thoughtfully and intentionally chosen and provide genuine insight into the essential questions.
 - any **additional evidence or artifacts** in the portfolio add to its meaning and value.
 - **reflections and cover letter** are candid, thorough and insightful.
 - the **context** for evidence and other artifacts is adequately detailed.
 - **overall portfolio** provides thorough and insightful snapshot of the learner.

Distinguished:

- In addition...
- **diverse evidence** provides a comprehensive, distinct sense of the author and his/her learning.
 - **reflections and cover letter** are articulate and exhibit a distinct consistent voice.
 - **cover letter** is fully developed with rich use of language.
 - **overall portfolio** provides a vivid portrait of who the student is as a learner.

Quality of the Portfolio Presentation:

Competent:

- is clear and neat.
- organization does not interfere with understanding.
- errors don't interfere with understanding.

Advanced:

- In addition...
- is user friendly, the portfolio's organization facilitates understanding.
 - the presentation holds the audience's attention.
 - is visually engaging.
 - few errors of any kind.

Distinguished:

- In addition...
- the organization and presentation positively and creatively complements the content and gives additional insight into the author.
 - the presentation is captivating.
 - no significant errors.

Source: Poland Regional High School

ADVISORY RUBRIC

Pass/Fail

In order to pass advisory the student must attend and participate in the vast majority of advisory meetings and activities. As with any other class, Souhegan's attendance policy will be in effect. Repeated cuts (more than three) will result in failing advisory.

Work Habits:

- 4:** Consistently contributes to advisory to the best of personal abilities and interests.
Consistently participates in advisory activities.
Consistently demonstrates a positive attitude.
Consistently voices an opinion honestly and constructively.
Demonstrates a strong attendance record (no cuts).
Clearly respects other group members' feelings, preferences, and ideas.
Shows a strong effort to make individually run advisory sessions successful for everyone.
- 3:** Contributes to advisory to the best of personal abilities and interests.
Participates in advisory activities.
Demonstrates a positive attitude.
Voices opinion honestly and constructively.
Demonstrates a positive attitude.
Respects other group members' feelings, preferences, and ideas.
Shows effort to make individually run advisory sessions successful for everyone.
- 2:** Occasionally contributes to advisory to the best of personal abilities and interests.
Occasionally participates in advisory activities.
Occasionally demonstrates a positive attitude.
Occasionally voices opinion honestly and constructively.
Weak attendance record (several cuts).
Occasionally respects other group members' feelings, preferences, and ideas.
Shows occasional effort to make individually run advisory sessions successful for everyone.
- 1:** Rarely contributes to advisory to the best of personal abilities and interests.
Rarely participates in advisory activities.
Rarely demonstrates a positive attitude.
Rarely voices opinion honestly and constructively.
Poor attendance record (more than 3 cuts).
Rarely respects other group members' feelings, preferences, and ideas.
Rarely shows effort to make individually run advisory sessions successful for everyone.

The students will assess themselves each trimester, and if their self-assessments vary from the advisor's, the advisor will discuss it with the advisee.

Source: Alec Wyeth's Advisory 1995. Souhegan High School, Amherst, NH

PLP PRESENTATION AND CREDIT DETERMINATION

Aim: Presentation of PLP for credit

Goals: Seniors to present his/her PLP to peers and mentor (Home Base Teacher)

Results: Completion of PLP for graduation

Materials Needed

Student's PLP

Rubric for Pass or Incomplete of PLP presentation

Process Steps:

- 1** Senior PLP Checklist (for notes on presentation)
 - A** Letter of Introduction
 - B** Resume
 - C** Letters of Recommendation (three or more)
 - D** Samples of Best Work (three or more and include at least one writing sample)
 - E** Achievements (i.e., honors, awards received)
 - F** Memories/Picture Collages
- 2** Check that transcript is in the PLP, but the transcript does not have to be part of the presentation.
- 3** Rubric for Pass or Incomplete of presentation of PLP.
- 4** Signatures on Senior PLP Checklist. (Indicates completion to satisfaction.)

Source: Bonny Eagle High School

TEACHER WORKSHEET FOR SENIOR PLP PRESENTATION

Directions: Initial the area that you feel is completed. Once all required areas are initialed, the student needs to give you the “Senior PLP Certificate of Completion.” Initial sections and sign the certificate and return it to the student.

The following areas are needed to pass the presentation of the Senior PLP:

1 Letter of Introduction

- ___ Correct format.
- ___ Why you are interested in a particular position/business/college/major.
- ___ Your career aspirations and goals.
- ___ The skills and abilities that would make you successful in a particular career or at a particular college.
- ___ Why this business or college should select you.

2 Resume

- ___ Correct format.
- ___ Who you are.
- ___ How you may be contacted.
- ___ Your experiences, skills, and abilities for the position.

3 Letters of Recommendation

- ___ You should include at least three letters of recommendation—one of each kind described below:
 - ___ Employment-Related: A letter from a past or current employer evaluating your work performance.
 - ___ Character-Related: A letter from a person (teacher, coach, advisor, guidance counselor, or administrator) who has known you and will testify to your personal and/or academic attributes.

4 Samples of Best Work

A Required (Choose at least one sample work from each subject)

- English
- Science
- Math
- Social Studies
- Fine Arts (Art, Vocal Music, Band, Theater, etc.)
- Health

B Optional (Choose at least three subject areas)

- Foreign Language
- Physical Education
- Industrial Technology
- Vocational (PATHS, Westbrook, CO-OP, MCA)
- Business (Keyboarding, Accounting, etc.)
- Family and Consumer Sciences (Basic Foods, On Your Own)
- Electives

5 Achievements

- Transcript (in PLP but not mentioned in presentation)
- Honors Received
- Certificates Awarded (Participation, etc.)
- Awards Received (i.e., 4-H, Eagle Scout, etc.)
- Recognition
- Sports Awards/Letters Earned
- Technical Performance Certificate(s)
- Driver's License or Permit
- Other Certificates (CPR, First Aid, Hunter Safety, etc.)

6 This is Who I Really Am

- Personal Interests and Abilities
- Community Involvement/Volunteer Work

NOBLE SEMINAR: EXPECTATIONS

This 30-minute block of time is set aside daily for all students and teachers to encourage a richer and more connected Noble High School experience. Each student will be graded on a pass/fail basis. The criteria are listed below:

Attendance:

- Be on time.
- Meet Noble attendance policy requirements.

Participation:

- Meet the portfolio requirements.
- Develop and follow through with Personal Learning Plan (PLP).
- Respectfully interact with group activities.
- Maintain a positive and safe environment.

-

Source: Noble High School

Sample Assessment Tools

Advisor

Examples from:

Souhegan High School, Amherst, NH

Rubric for Advisors

Francis W. Parker Charter Essential School, Devens, MA

Advisor Assessment

Serving Smaller Learning Communities Topical Institute Design Team

Advisor Observation Form

Parent/Guardian Feedback Form

Poland Regional High School, Poland, ME

PRHS Parent Contact Log

RUBRIC FOR ADVISORS

EXPECTATION: The advisor will know his/her advisees well.

A Individual student meetings:

- 4** The advisor will hold individual meetings with advisees as needed to address academic or social concerns. They will take place not only during the advisory, but at other times throughout the day as well. The number of meetings will be no fewer than six annually per advisee.
 - 3** The advisor will hold a minimum of six individual meetings with each advisee per year. Those meetings will take place during advisory time and occur following distribution of progress reports or report cards.
 - 2** The advisor will hold at least three individual meetings per year with advisee.
 - 1** The advisor will hold fewer than three individual meetings per year with advisee.
-

B Awareness of advisee academic status:

- 4** The advisor will solicit input concerning advisees' academic status throughout the year on an as-needed basis. This will entail awareness of and interaction with all teachers/mentors who work with the advisee.
 - 3** The advisor will be alert to information received from other teachers/mentors concerning advisees' academic status.
 - 2** The advisor will rely solely on student self-reporting as the only indicator of the advisee academic status.
 - 1** The advisor will be unaware of advisee academic status.
-

C Awareness of advisee social status:

- 4** The advisor will solicit input concerning advisees' social status throughout the year on an as-needed basis. This will entail awareness of and interaction with all teachers/mentors/administrators/coaches/etc. who work with the advisee.
- 3** The advisor will be alert to information received from other teachers/mentors/administrators/coaches concerning advisees' social status.
- 2** The advisor will rely solely on student self-reporting as the only indicator of the advisee social status.
- 1** The advisor will be unaware of advisee social status.

EXPECTATION: The advisor will serve as a student advocate.

- 4 The advisor will initiate opportunities to work with the student to resolve challenging situations with teachers/administrators/parents/coaches, etc. on an as-needed basis.
- 3 The advisor will work with the student to resolve challenging situations with teachers/administrators/parents/coaches, etc. in response to advisee requests.
- 2 The advisor will be aware of challenging situations that face advisees.
- 1 The advisor will be unaware of challenging situations that face advisees.

EXPECTATION: The advisor will serve as the primary link between the school and the home on behalf of the student.

- 4 The advisor will contact parents/guardians on an as-needed basis, and no fewer than three times per year per advisee. Methods of contact will include phone, letter, individual meetings, home visits, parent coffees, etc.
- 3 The advisor will contact parents/guardians a minimum of three times per year per advisee.
- 2 The advisor will contact parents/guardians a minimum of two times per year per advisee.
- 1 The advisor will contact parents/guardians fewer than two times per year per advisee.

EXPECTATION: The advisor will demonstrate effective group discussion/facilitation skills.

- 4 The advisor will facilitate discussions that involve all group members. The advisor will model appropriate listening, questioning, and feedback/confrontation techniques. The advisor will promote advisee ownership of group "curriculum" to the maximum extent possible and appropriate. The advisor will help the group develop weekly/monthly calendars.
- 3 The advisor will facilitate group discussions. The advisor will promote advisee ownership of group "curriculum." The advisor will help the group develop weekly/monthly calendars.
- 2 The advisor will hold daily group meetings.
- 1 The advisor will hold meetings when his/her schedule permits.

EXPECTATION: The advisor will monitor attendance daily.

- 4 The advisor will report attendance daily. The advisor will follow up on advisees who are absent frequently.
- 3 The advisor will report attendance daily.
- 2 The advisor will report attendance occasionally.
- 1 The advisor will not report attendance.

ADVISOR ASSESSMENT

Dear Advisee,

Please take the time to thoughtfully complete this Advisor Assessment. We take your opinions very seriously and as we discuss our professional practice, these assessments will play a significant role. Please note: this is not about whether you like or dislike your advisor. It is about the quality of the facilitation you have experienced. Please take this seriously. Answer the questions carefully and honestly.

Directions: Please assess your advisor's work in each category below. Please explain your assessment in the space provided.

.....
Advisor's Name: _____

Knowledge of advisory purpose: Was your advisor clear about the purposes of advisory? Did she/he seek to help the group meet these purposes?

Please explain:

Advising style: Did your advisor use a variety of methods to facilitate the advisory group? Did her/his style motivate and engage advisees?

Please explain:

Ability to organize advisory content: Did you like the activities you did in advisory? Did you learn from them? Did you see their connection to the advisory purposes?

Please explain:

Classroom management skills: Did your advisor maintain an appropriate advisory environment? Did he/she help the advisory resolve conflict and stay on task?

Please explain:

Source: Adapted from the Teacher Evaluation Form, Francis W. Parker Charter Essential School, Devens, MA
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Relationship with advisees: Did your advisor listen to students? Did she/he treat advisees with care, compassion, and respect? Did she/he try to understand advisees?

Please explain:

Serve as your advocate: Did your advisor serve as your advocate? Did she/he help you resolve the difficult situations, access various resources, and refer you to others when appropriate?

Please explain:

Academic advising: Did your advisor help you through the PLP process? Did she/he monitor your progress in academic classes and toward your PLP goals? Did she/he create opportunities for reflection and celebration?

Please explain:

Individual meetings: Did your advisor meet with you individually during the year to maintain communication and to address academic and social concerns as needed?

Please explain:

Connection to home: Did your advisor have contact with your home? Did she/he help to answer questions, explain decisions, and celebrate your success with your parent/guardian?

Please explain:

How would you assess your own performance, attitude, and behavior in this advisory?

Please explain:

ADVISOR OBSERVATION FORM

This observation form may be used to assess an advisor working with his/her advisory group. A formal summary may be written from these notes and discussed at a later time with the advisor.

Observation	Yes	No	Comments
1 Advisor began and ended the advisory meeting on time.			
2 Advisor set a tone within the group that conveyed the importance of the advisory.			
3 Advisor clearly explained the purpose of the day's activity or activities.			
4 Advisor clearly explained the directions for each activity.			
5 Advisor utilized a variety of facilitation skills during the advisory meeting (attending, reflecting, inviting, connecting, assessing, debriefing).			
6 Advisor created opportunities for advisees to take on various roles in the group (i.e., leadership).			
7 Advisor maintained a positive learning environment, redirecting advisees when necessary.			
8 Advisor encouraged active participation among all advisees.			
9 Advisor listened to advisees and encouraged constructive feedback.			
10 Advisor connected with each advisee individually during the advisory meeting.			
Other:			

Source: Serving Smaller Learning Communities Topical Institute Design Team

PARENT/GUARDIAN FEEDBACK FORM

Dear Parent/Guardian,

Please take a moment to answer the questions below about your child’s advisor. Your input is valuable to us as we reflect on our practices as advisors. You do not need to note your child’s name, but please indicate the name of the advisor about whom you are giving feedback. Thank you.

Advisor _____

Observation	Yes	No	Comments
1 Do you feel you can contact your child’s advisor with any questions or concerns you have?			
2 Do you feel your child’s advisor has kept you informed of your child’s academic progress?			
3 Do you feel your child’s advisor has kept you informed of other issues related to your child’s school experience?			
4 Have you been invited to participate in the PLP process with your child by his/her advisor?			
5 Do you feel comfortable sharing information about your child that may impact his/her school experience with his/her advisor?			
6 Do you feel your child has developed a beneficial relationship with his/her advisor?			
7 Do you feel your child’s advisor is serving as his/her advocate in the school?			
8 Do you feel your child’s advisor sufficiently monitors his/her academic progress and advises your child and you accordingly?			
9 Do you feel your child’s advisor satisfactorily guides the advisory group toward meeting the stated purpose of the advisory program?			
10 Other comments?			

Source: Serving Smaller Learning Communities Topical Institute Design Team

Sample Assessment Tools

Advisory Group

Examples from:

Francis W. Parker Charter Essential School, Devens, MA

Advisory Community Service Plan

Advisory Observation (adapted)

Souhegan High School, Amherst, NH

Advisory Group Effectiveness Assessment

ADVISORY COMMUNITY SERVICE PLAN

Advisory is a place for students and faculty to practice being active members of the community by designing and implementing community service projects. With that in mind, each advisory is asked to do two things this year: write an Advisory Community Service Plan and provide evidence that the service you planned has been completed.

Your plan should include the following:

- 1** What 1, 2, or 3 community service project(s) are you going to perform this year?
- 2** Why is this service project(s) important to your advisory and the community?
- 3** How will you prepare for this service project(s)?
- 4** What will you actually do for this service project(s)?
- 5** What evidence will you provide to demonstrate what you have done and how will you reflect on the service project(s) once it is completed?
- 6** How will you celebrate and share what you've accomplished?

Please submit your Advisory Community Service Plan to _____ by _____. You may need to add to and/or revise your plan at any time during the year, so please don't feel like you have to figure everything out right now.

Also, remember to use the resources of your Advisory Parent Representative and to look at the service opportunities listed on the Advisory Update board in the faculty room.

During one of the community meetings in May, each advisory is expected to share their service experience with the entire school. We will be formally recognizing and sharing everyone's service at this time, but if you have something to share earlier on in the year, please do so at other community meetings. Evidence of the completion of your community service is expected prior to the community meeting in May. Evidence may include reflective writing, photographs, letters from partnering organizations, etc.

Source: Francis W. Parker Charter Essential School, Devens, MA

ADVISORY OBSERVATION

SLC Institute Model

<p>Impressions/questions</p>	<p>Tone of advisory/ sensitivity</p>	<p>Advisory group: _____ # of advisees: _____ Date/time: _____ Observer: _____ Context: _____</p>
<p>Visual happenings</p>	<p>Aural happenings</p>	<p>Level of participation</p>
<p>Roles</p>	<p>Content/modes/ types of activities</p>	<p>Group dynamic/interaction</p>
<p>Centrality of advisor/ advisees</p>	<p>Leadership/ownership</p>	<p>Absence/presence of struggle</p>
<p>Layout of room/people/spatial considerations</p>	<p>Evidence that the program purpose is being met</p>	

Source: Adapted from class observation tool of Francis W. Parker Charter Essential School, Devens, MA

ADVISORY GROUP EFFECTIVENESS ASSESSMENT

Goal Setting

poor	1	2	3	4	5	6	7	outstanding
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Trust

poor	1	2	3	4	5	6	7	outstanding
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Support for One Another

poor	1	2	3	4	5	6	7	outstanding
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Openness

poor	1	2	3	4	5	6	7	outstanding
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Gender Issues

poor	1	2	3	4	5	6	7	outstanding
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Communication (talking)

poor	1	2	3	4	5	6	7	outstanding
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Communication (listening)

poor	1	2	3	4	5	6	7	outstanding
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Leadership

poor	1	2	3	4	5	6	7	outstanding
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Energy

poor	1	2	3	4	5	6	7	outstanding
------	---	---	---	---	---	---	---	-------------

Decision Making/Problem Solving

poor	1	2	3	4	5	6	7	outstanding
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Conflict Resolution

poor	1	2	3	4	5	6	7	outstanding
------	---	---	---	---	---	---	---	-------------

Use of Individual Skills

poor	1	2	3	4	5	6	7	outstanding
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Goal Accomplishment

poor	1	2	3	4	5	6	7	outstanding
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Source: Advisor Manual: Souhegan High School, Amherst, NH

Sample Assessment Tools

Advisory Program and Leadership

Examples from:

Serving Smaller Learning Communities Topical Institute Design Team

Leadership Team Assessment

General Measures of School Climate

General Measures of Student Achievement

LEADERSHIP TEAM ASSESSMENT

Completed first by individual leadership team members and then debriefed among the entire group.

Assessment Criteria

The leadership team of the advisory program meets regularly to discuss advisory issues.

_____ Rarely _____ Often _____ Always

Comments:

All leadership team members are present at advisory team meetings.

_____ Rarely _____ Often _____ Always

Comments:

The leadership team identifies student and school needs to be served by the advisory program.

_____ Rarely _____ Often _____ Always

Comments:

The leadership team ensures sufficient planning is undertaken before implementing the advisory program or introducing new elements to it.

_____ Rarely _____ Often _____ Always

Comments:

The leadership team provides advisors with training, resources, and other support.

_____ Rarely _____ Often _____ Always

Comments:

The leadership team seeks to build consensus about advisory program decisions, facilitating discussions among all members of the school community (students, faculty, parents, staff).

_____ Rarely _____ Often _____ Always

Comments:

The leadership team ensures adequate time is given to advisory activities.

_____ Rarely _____ Often _____ Always

Comments:

The leadership team gathers evidence that attests to the advisory program's effectiveness, including both quantitative and qualitative measures.

_____ Rarely _____ Often _____ Always

Comments:

The leadership team regularly considers how organizational design impacts the degree to which program purposes are met.

_____ Rarely _____ Often _____ Always

Comments:

The leadership team reviews advisory program content and its relevance to program purpose(s).

_____ Rarely _____ Often _____ Always

Comments:

The leadership team actively seeks feedback about the advisory program and is open to suggestions from the school community.

_____ Rarely _____ Often _____ Always

Comments:

ADVISORY PROGRAM ASSESSMENT GENERAL MEASURES OF SCHOOL CLIMATE

Outcome to Be Measured	Pre-Implementation	Post-Implementation
Advisee satisfaction with the advisory program		
Advisor satisfaction with the advisory program		
Parent satisfaction with the advisory program		
Advisee attendance		
Advisor attendance		
Advisee transfers		
Advisor transfers		
Incidents of vandalism		
Number/severity of discipline problems		
Truancy		
Dropout rate		
Referrals to other resources (counselors, health clinics, tutoring, etc.)		
Advisor skills development		
Progress made on PLP		
Percent of students passing all of their courses		
Grade point averages		
Standardized test scores		
Post-secondary plans (i.e., college or workforce)		

Source: Serving Smaller Learning Communities Topical Institute Design Team

ADVISORY PROGRAM ASSESSMENT GENERAL MEASURES OF STUDENT ACHIEVEMENT

Outcome to Be Measured	Pre-Implementation	Post-Implementation
Progress made on Personal Learning Plans % of students passing all of their courses Grade point averages Standardized test scores Post-secondary plans (i.e., attend college, join workforce)		

Source: Serving Smaller Learning Communities Topical Institute Design Team