Domain 2.8

Assessment:
Assesses student learning and uses assessment data to adjust instructional practices for student success

Descriptors:

- Uses both formative and summative assessments in the instructional process that are differentiated by cognitive and English language proficiency levels.
- Prepares students for both formative and summative assessments by using a variety of scaffolding and differentiation strategies.
- Uses multiple assessment strategies (including authentic assessments) to determine student understanding and mastery of instructional content
- Uses a combination of formative, summative, and standardized assessment data to develop lessons of appropriate content and rigor.
- Uses assessment data to optimize instructional scope, sequencing and pacing.
- Collects data about student learning from a variety of sources including assessment results, student feedback, and student work.
- Develops and uses assessment data to determine and distinguish between student growth and student achievement.
- Develops and uses assessment data that addresses factual knowledge, conceptual knowledge, critical thinking, and language development.
- Uses assessment data to determine the effectiveness of instructional modifications and accommodations for students with IEP's and limited language proficiency.
- Uses differentiated questioning and response techniques for a dynamic assessment process integrated into instructional activities.
- Teacher informs students of the various ways that their learning will be assessed and makes them aware of desired performance standards.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments to routinely engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Clear evidence that the teacher understands and uses methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Some evidence that the teacher understands and uses methods of formative and summative assessments to document learner progress and to guide ongoing planning and instruction.	Little or no evidence that the teacher understands and uses methods of formative and summative assessments.
Examples of Documented Evidence: Artifacts produced by students and teachers	**Documented Evidence** 1. Records of summative assessments in student folders and teacher planning documents used to determine student beginning and ending proficiency and mastery of content knowledge and standards, e.g., national and state norm referenced and criterion based assessment data, curriculum based assessments, locally developed assessments, text assessments, and teacher developed assessments 2. Plans and instructional activities include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content	**Documented Evidence** 1. Records of summative assessments in student folders and teacher planning documents used to determine student beginning and ending proficiency and mastery of content knowledge and standards, e.g., national and state norm referenced and criterion based assessment data, curriculum based assessments, locally developed assessments, text assessments, and teacher developed assessments 2. Plans and instructional activities include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content	**Documented Evidence** 1. Incomplete records of summative assessments 2. Plans and instructional activities show inconsistent use of different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content 3. Student portfolios and class instructional planning documents include assessment data that is inconsistently used as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom	**Documented Evidence** 1. No records of summative assessments 2. Plans and instructional activities show no use of different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content 3. Student portfolios and class instructional planning documents do not include assessment data as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom

3. Student portfolios and class instructional planning documents include assessment data as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom	3. Student portfolios and class instructional planning documents include assessment data as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom	4. Instructional plans and objectives include the limited collection of assessment data to determine what content and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content	4. Instructional plans and objectives do not include the continuous collection of assessment data to determine what content and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content
4. Instructional plans and objectives include the continuous collection of assessment data to determine what content and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content	4. Instructional plans and objectives include the continuous collection of assessment data to determine what content and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content	5. Instructional plans and artifacts include an incomplete array formative assessments like classroom based assessments, district pre-post tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.	5. Instructional plans and artifacts do not include formative assessments like classroom based assessments, district pre-post tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.
5. Instructional plans and artifacts include formative assessments like classroom based assessments, district pre-post tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.	5. Instructional plans and artifacts include formative assessments like classroom based assessments, district pre-post tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.	6. Student portfolios and progress records include insufficient documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standards	6. Student portfolios and progress records include no documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standards

6. Student portfolios and progress records include documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standard 7. Records reflect a comprehensive assessment of instructional objectives and curriculum standards including a determination of the accuracy of student recall of facts, understanding of curriculum concepts, and the demonstration of higher order critical thinking skills and problem solving skills	6. Student portfolios and progress records include documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standards 7. Records reflect a comprehensive assessment of instructional objectives and curriculum standards including a determination of the accuracy of student recall of facts, understanding of curriculum concepts, and the demonstration of higher order critical thinking skills and problem solving skills	7. Records reflect an incomplete assessment of instructional objectives and curriculum standards 8. There are a limited number of classroom artifacts and posted materials help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc., and explains the relationship of these measure to performance expectations	7. Records reflect no assessment of instructional objectives and curriculum standards 8. There are no classroom artifacts and posted materials to help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc.

	8. Classroom artifacts and posted materials help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc., and explain the relationship of these measures to performance expectations 9. Artifacts of student managed assessment portfolios	8. Classroom artifacts and posted materials help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc., and explain the relationship of these measures to performance expectations		

	Highly Effective	Effective	In Need of Improvement	Ineffective
	Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments to routinely engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Clear evidence that the teacher understands and uses methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Some evidence that the teacher understands and uses methods of formative and summative assessments to document learner progress and to guide ongoing planning and instruction.	Little or no evidence that the teacher understands and uses methods of formative and summative assessments.
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	**Observable Evidence** 1. The teacher explains to students clear criteria for assessing student work 2. Assessment methodologies are adapted for individual students as the need arises 3. The use of formative assessment is used at regular intervals during the course of instruction 4. The alignment of assessments with learning outcomes is clearly explained by the teacher during the course of instruction	**Observable Evidence** 1. The teacher explains to students clear criteria for assessing student work 2. Assessment methodologies are adapted for individual students as the need arises 3. The use of formative assessment is used at regular intervals during the course of instruction 4. The alignment of assessments with learning outcomes is clearly explained by the teacher during the course of instruction	**Observable Evidence** 1. The teacher is not clear about the criteria for assessing student work 2. Assessment methodologies are rarely adapted for groups of students 3. The use of formative assessment is not used effectively 4. The alignment of assessments with learning outcomes is not clearly explained by the teacher during the course of instruction 5. Instructional activities include limited response modalities	**Observable Evidence** 1. The teacher does not explain criteria for assessing student work 2. Assessment methodologies are not adapted for groups of students 3. There is no use of formative assessments 4. The teacher does not explain the alignment of assessments with learning outcomes during the course of instruction 5. There is no differentiation in assessment activities

5. Instructional activities include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content 6. Instructional activities include the use of questioning in a very purposeful way and the teacher adjusts lesson delivery to ensure students understand content and instructional activity 7. Information from formative assessments is provided to students so that they can assume ownership of their learning 8. Instructional activities include student participation in assessment development	5. Instructional activities include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content 6. Instructional activities include the use of questioning in a very purposeful way and the teacher adjusts lesson delivery to ensure students understand content and instructional activity	6. Instructional activities include limited use of questioning in a very purposeful way and the teacher does not always adjust lesson delivery to ensure students understand content and instructional activity	6. Instructional activities do not include the use of questioning in a very purposeful way and adjusts lesson delivery to ensure students understand content and instructional activity