

Teacher Growth Guide 7.1

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Emerging			Developing		Proficient		Distinguished	
7E1) The emerging teacher...			7D1) The developing teacher also...		7P1) The proficient teacher also...		7S1) The distinguished teacher also...	
Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.			Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.		Identifies student’s prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.	
Professional Frames								
Evidence of Commitment <i>Lesson design includes formal and informal assessments</i>			Evidence of Commitment <i>Lesson design includes multiple assessment modes and approaches</i>		Evidence of Commitment <i>Lesson design includes assessing learner progress</i>		Evidence of Commitment <i>Lesson design includes opportunities to monitor student growth and development</i>	
Evidence of Practice <i>Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications</i>			Evidence of Practice <i>Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction</i>		Evidence of Practice <i>Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole</i>		Evidence of Practice <i>Shares examples and information with others on how to effectively use assessments and base instructional decisions on student data</i>	
Evidence of Impact N/A			Evidence of Impact N/A		Evidence of Impact N/A		Evidence of Impact N/A	
Score = 0	1	2	3	4	5	6	7	

Possible Sources of Evidence

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The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Professional Commitment			
<ul style="list-style-type: none"> • Unit instructional plan including assessment • Tiered/differentiated lesson designs • Tiered/differentiated assessments • Lessons/units amended based on data analysis (examples of both) 	<ul style="list-style-type: none"> • Example of analysis of student learning needs • Formal/information assessments • Instructional/assessment record management system • Scoring guides/rubrics • Student progress reports 	<ul style="list-style-type: none"> • Examples of communication/feedback to students about their work/progress • Communication logs to parents/guardians • Sample parent response sheets • Parent/guardian communication examples 	<ul style="list-style-type: none"> • Presentation materials • Professional development attendance record/sign-in sheet • Mentor log • Grade level/content area meeting notes and agenda • Building/district professional learning community log/agenda
Professional Practice			
<ul style="list-style-type: none"> • Uses a variety of formal/informal methods of assessment • Utilizes individual student assessment data to plan differentiated learning activities • Maintains a comprehensive instructional/assessment system charting individual student growth and performance 	<ul style="list-style-type: none"> • Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress • Reviews student trend data • Communicates clearly to students the learning goals (rubrics/scoring guides) 	<ul style="list-style-type: none"> • Utilizes observation data to modify instruction and monitor impact • Communicates student progress to parents/guardians using performance and behavior data • Assists students in charting their own progress and goal setting 	<ul style="list-style-type: none"> • Adjusts instruction to maximize student learning • Shares knowledge and expertise with colleagues • Models effective assessment practices to enhance individual and class achievement • Participates in data team training or works with mentor on data analysis
Professional Impact			
<ul style="list-style-type: none"> • Samples of student directed goal statements • Samples of pre- and post assessments • Assessment data guides decisions about specific learning goals • Data information and assessment results 	<ul style="list-style-type: none"> • Samples of progress reports using concrete student data • Evidence of changed practice • Instructional records of individual student progress • Samples of students charting their own progress 	<ul style="list-style-type: none"> • Student work samples: projects, products, presentations, etc. • Running Records or Running Charts • Feedback from colleagues • Feedback from parents/guardians • Professional growth plan 	<ul style="list-style-type: none"> • Evidence of individual student growth/performance • Parent-teacher conference participation • Behavioral referral data • RTI, IEP, or 504 plan conference participation