## Teacher Growth Guide 7.5

### Standard 7: Student Assessment and Data Analysis

#### Quality Indicator 5: Communication of student progress and maintaining records

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>7ES) The emerging teacher...Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.</td>
<td>7DS) The developing teacher also...Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.</td>
<td>7PS) The proficient teacher also...Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.</td>
<td>7SS) The distinguished teacher also...Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.</td>
</tr>
</tbody>
</table>

### Professional Frames

<table>
<thead>
<tr>
<th>Evidence of Commitment</th>
<th>Evidence of Practice</th>
<th>Evidence of Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records are in order and up-to-date</td>
<td>Maintains confidential records of student work and performance to use when communicating student status and progress</td>
<td>N / A</td>
</tr>
<tr>
<td>Current, accurate information is maintained on each student’s status and progress</td>
<td>Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills</td>
<td>N / A</td>
</tr>
<tr>
<td>Plans for accurate and timely feedback based on multiple data points</td>
<td>Collects and uses feedback from multiple sources to determine a student’s status and progress and uses this to assist students in monitoring their own growth</td>
<td>N / A</td>
</tr>
<tr>
<td>Models strategies to keep accurate records and information</td>
<td>Can present or act as a resource on maintaining records and the accurate use of data when communicating student progress</td>
<td>N / A</td>
</tr>
</tbody>
</table>

Score = 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7

MISSOURI'S EDUCATOR EVALUATION SYSTEM

MAY 2013
## Possible Sources of Evidence

### Standard 7: Student Assessment and Data Analysis

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.

<table>
<thead>
<tr>
<th><strong>Professional Commitment</strong></th>
<th><strong>Professional Practice</strong></th>
<th><strong>Professional Impact</strong></th>
</tr>
</thead>
</table>
| - Unit instructional plan including assessment  
- Tiered/differentiated lesson designs  
- Tiered/differentiated assessments  
- Lessons/units amended based on data analysis (examples of both) | - 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) | - 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 |
| - Example of analysis of student learning needs  
- Formal/information assessments  
- Instructional/assessment record management system  
- Scoring guides/rubrics  
- Student progress reports | - 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 | - Student work samples: projects, products, presentations, etc.  
- Running Records or Running Charts  
- Feedback from colleagues  
- Feedback from parents/guardians  
- Professional growth plan |