Standard #6: Knowledge of how to assess student progress and utilize assessment data

(Options include: Observations of the teacher, rubrics being used in the classroom, data analysis reflection notes, data spreadsheets, participation at data meetings, copies of assessments and/or lesson plans that reference assessments.)

Elements	Distinguished	Proficient	Marginal	Unsatisfactory	Suggested Measures of Goal Attainment
6.1 Identifying and communicating student performance expectations and validating the degree to which the student has met the expectations	Performance expectations are clearly identified prior to assignment and communicated verbally and in writing to students and parents. Feedback clearly informs students of performance and makes suggestions for improvement.	Performance expectations are identified and communicated in written or verbal form to parents and students. Feedback is provided and connects expectations with performance.	Performance expectations are unclear and inconsistent. Students are provided with vague feedback.	Performance expectations are not developed and not communicated to student. Feedback cannot be provided because expectations were not established.	Options include: Rubrics being used in the classroom, feedback given to students, progress report narratives.
6.2 Utilizing a variety of ongoing assessment techniques and procedures	Consistently varies the assessment techniques and procedures based upon student achievement, academic levels, and student characteristics.	Frequently varies the assessment techniques and procedures based upon student achievement and academic levels and student characteristics.	Rarely varies assessment technique, but may vary the assessment procedures.	Uses the same assessment technique and procedure for all students at all times.	Options include: Observations of the teacher, pre/post tests, benchmark assessments and/or progress monitoring assessments.
6.3 Using assessment data to effectively plan learning activities	Uses assessment data and changes the content, style, and structure of the learning activity in association with student's readiness, interest and learning profile.	Uses assessment data to adjust and/or modify planned learning activities.	Rarely uses assessment data to make changes with learning activities.	Does not use assessment data to plan for learning activities.	Flexible grouping and or activities based upon assessments.
6.4 Responding to student to work in a timely fashion and providing constructive feedback of student performance	Consistently provides concrete detailed, constructive feedback in written and verbal form.	Consistently provides concrete, constructive written or verbal feedback. Standard assessments are consistently returned to student in a timely fashion (i.e. within 1 or 2 day time period of turning in work). Projects, lengthy essays, etc, within one week.	Seldom provides written or verbal constructive feedback of student performance. Assessment turnaround rate diminishes the instructional value of the assessment.	Grades student work providing only the numeric grade, without any verbal or written feedback. Students do not have work returned to them, instead they are given a grade without having seen evidence of their individual performance. Assessment turnaround rate is so slow that no instructional value of the assessment exists.	Observations of the teacher, logue mapping the administration, distribution and collection of feedback.

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6.5 Maintaining an accurate, organized, understandable and retrievable record keeping system using an instructional management system..	Records are highly accurate and organized in an understandable fashion for all students. Detailed anecdotal academic and behavioral notes are kept on every student.	Records are highly accurate and organized in an understandable fashion for all students. Some detailed anecdotal academic and behavioral notes are kept on particular students. The record keeping system lends itself to providing relevant and useful information about each student's progress. Detailed information concerning student achievement in various areas can easily be retrieved.	Record keeping is limited and errors are noted. Records are available, but confusing. Little knowledge can be gained from them. Little or no academic or behavior notes are available	No record keeping system or record keeping system is confusing and difficult to access and understand. No academic or behavior notes are available. Records contain inaccurate information concerning student progress.	Assessment records, grade book