Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

A1 Assessment for Student Learning – Assessment: Self-assessment of learning connected to the success criteria		
Actions	**Proficient** • On frequent occasions, such as important assessments, teacher provides student-friendly language rubrics for students to use for self assessment. • Teachers instruct students on how to use scoring guides or rubrics for self assessment. • Students provided with exemplars to build knowledge of success criteria. (formative & summative)	**Distinguished** • Student knowledge of learning targets and their progress towards those targets is integral to planning and instruction rather than just teaching to the target, this teacher teaches the target. • What does this target mean? What does it look like to master this target? • Teacher provides students ongoing opportunities to understand the target and self-assess progress towards it. • Student self assessment is as accurate as teacher assessment.
Evidence	**Proficient** • Calendar of assessment shows pro-activity and intentionality • Standards based rubrics • Student work with student-created assessment (student use of rubric) – including student self assessment.	**Distinguished** • All proficient evidence. • Student self assessment aligns closely with teacher assessment. • Lesson plans show purposeful teaching of language of learning targets. • Exemplars. • Clear connection from target to target with well defined success criteria: Purpose + Connections = Growth • Student designed assessments.

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A2 Assessment for Student Learning – Assessment: Demonstration of learning		
Actions	**Proficient** • Use of assessment aligned to the learning targets. • Opportunity for student demonstrations of their learning.	**Distinguished** • All proficient evidence. • Demonstration of complex understanding.
Evidence	**Proficient** • Student work samples • Rubrics and other forms of assessment. • Students demonstrating their understanding of the learning target.	**Distinguished** • All proficient evidence. • Students demonstrating their understanding of the learning target and generalizing their learning.

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A3 Assessment for Student Learning – Assessment: Formative assessment opportunities	
Actions	**Proficient** • Formative assessments align with learning targets. • Establishing student performance goals using the CCSS in each content area for the class/grade level. • Identify the measures to be used to monitor growth over time. • Use the tools to monitor progress, adjust instruction, and evaluate.	**Distinguished** • Individualize in collaboration with students and parents. • A variety of formative assessments that align with learning target.
Evidence	**Proficient** • Formative assessments align with learning targets. • Goals • Data used to monitor progress toward goal. • Lesson plans and observations that demonstrate adjustments based upon the use of data.	**Distinguished** • A variety of formative assessments that align with learning target. • Individualized goals • Document of evidence of collaboration (i.e., conferencing, etc.) with parents to engage in their child's learning. • Student growth charts

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A4 Assessment for Student Learning – Assessment: Collection systems for formative assessment data		
Actions	**Proficient** • Done frequently • Teacher has observable system and routine for recording formative assessment data, uses multiple sources and frequently uses the system for instructional purposes	**Distinguished** • Almost always done • Formative assessment drives instructional design. • Instructional design is always or most always present in the thinking that underlies the lessons construction. • Assessment drives instructional decision, thus lessons are intentionally created using the formative data previously collected and is pre-adjusted accordingly.
Evidence	**Proficient** • Done frequently • Spreadsheet of standards based results from formative assessments for major assignments with plans for how data is used.	**Distinguished** • Almost always done • Spreadsheet of standards based results from formative assessments for major assignments with plans for how data is used. Built in for more targets than just major assignments. • Virtually all lessons are uniquely constructed or have unique aspects • Teacher can identify how (any) lesson is based upon collect student evidence and formative data. • Teacher can display evidence such data in meaningful ways and the data is rich and varied.

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A5 Assessment for Student Learning – Assessment: Student use of assessment data	
	Proficient	**Distinguished**

	Proficient	**Distinguished**
Actions	• Provide data and guidance in using data to access own learning and develop goals and monitor progress frequently. • Provide framework for evaluator data.	• Building in a regular pattern of using data to access learning, crate and monitor goals. • What is frequent vs. consistent? • There is purpose in when this is done in relation to curriculum. • Students learn how to understand and apply "data" in order to consistently monitor their own learning. • This becomes a daily "routine" for students daily practice.
	Proficient	**Distinguished**
Evidence	• Student use of tracking of data and goals is done frequently. • Student goals match data evidence. • Student self tracker/spreadsheet something they are physically keeping or if done online some sort of written reflection. • Ex: MAP data: tool for charting/setting student goals related to their data and in daily comp books. • As evidence by work sample in daily practices.	• Same as proficient but on a regular basis as part of classroom structure as new data is available. • Goals are clearly related to actions to achieve learning targets. • Student growth charts. • Written record (formative or summative, informal too.)

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle)

Student Growth 6.1: Establish Student Growth Goal(s)		
Actions	**Proficient** • Uses formative assessment and summative assessment to collect data and establish goals for class. • Continues to use data to reflect upon and adjust goals.	**Distinguished** • Uses formative assessment and summative assessment to collect data and establish goals for class. • Continues to use data to reflect upon and adjust goals. • In collaboration with students and parents to tie in with student goals
Evidence	**Proficient** • Data shows growth tied to teacher's goals • Posted data growth charts demonstrate target to growth • Data online or printed, multiple sources, evidence of analysis (not just data rich but analysis rich).	**Distinguished** • Connection is evident between teacher goals and student goals, school goals and student growth. • Artifact = school goal = Teacher Goals = Student Goals • Parent meeting minutes

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle)

Student Growth 6.2: Achievement of Student Growth Goal(s)		
	Proficient	**Distinguished**
Actions	• Teacher would have students tracking, monitoring growth in the areas identified in their standards. • Pre and/or post assessments (ex. Benchmark, standards) • Skyward entries that reflect summative/formative growth measures. • Take home conf. – demonstrate growth over time. (some growth for some). • Accelerated student achievement conferences – monitor and talk about growth with students, staff and families.	• Articulate showing high measures of growth. Two points in time in particular, advanced student growth. • Able to articulate summative/formative growth with key ideas for interventions/extensions.
	Proficient	**Distinguished**
Evidence	• Testing data • Assessment results. • Self assessment/reflection – instructional changes in core planning. • Writing samples and student comp book. • Embedded assessments with PLC – data demonstrated • Accelerated student achievement conferences – monitor and talk about growth with students, staff and families.	• Readjusting • The difference between proficient and distinguished is: "Evidence of high growth for all or nearly all students". • Get specific