**Certificated Teacher Focused Summative Scoring Document**

**Criterion 6: Danielson Framework**

**The purpose of this document is to capture the progress over the course of the year and to facilitate a growth-focused conversation.**

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| **Teacher:** |  | **Grade Level(s):** |  | **Date:** |  |
| **Evaluator:** |  | **District/School:** |  | **School Year:** |  |
| **Comprehensive Evaluation Score\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **From School Year:** |  |  |  |

\*The final focus summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

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

|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
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| **1f:**  **Designing Student Assessments** | Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.  Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. | Some of the instructional outcomes are assessed through the proposed approach, but others are not.  Assessment criteria and standards have been developed, but they are not clear.  Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.  Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.  Assessment criteria and standards are clear. Teacher has a well- developed strategy for using formative assessment and has designed particular approaches to be used.  Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.  Assessment methodologies have been adapted for individual students, as needed.  The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.  Teacher intends to use assessment results to plan future instruction for individual students. |
| **3d:**  **Using Assessment in Instruction** | There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.  Students do not appear to be aware of the assessment criteria and do not engage in self- assessment. | Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.  Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.  Questions, prompts, and assessments are rarely used to diagnose evidence of learning. | Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.  Students appear to be aware of the assessment criteria; some of them engage in self-assessment.  Questions, prompts, assessments are used to diagnose evidence of learning. | Assessment is fully integrated into instruction through extensive use of formative assessment.  Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.  Students self-assess and monitor their progress.  A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.  Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. |
| **4b:**  **Maintaining Accurate Records** | | Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.  Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion. | Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially eﬀective.  Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors. | Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully eﬀective. | Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully eﬀective.  Students contribute information and participate in maintaining the records. |

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| **Student Growth** | | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **6.1:**  **Establish Student Growth Goal(s)** | | Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |
| **6.2:**  **Achievement of Student Growth Goal(s)** | | Growth or achievement data from at least two points in time shows no evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students. | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students. |

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| **Reflective Questions:** |
| **As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?** | |
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| **Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?** | |
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Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

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| **Evaluator Signature:** |  | **Date:** |  |
| **Employee Signature:** |  | **Date:** |  |