

SAMPLE

**◆ EDUCATOR ACCOMPLISHED PRACTICE 1: *Assessment***

*The teacher uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.*

<b>BENCH MARK</b>	<b>NEEDS IMPROVEMENT (UNSATISFACTORY)</b>	<b>PREPROFESSIONAL (AREA FOR DEVELOPMENT)</b>	<b>PROFESSIONAL (SATISFACTORY)</b>	<b>EXEMPLARY</b>
<p>Provides appropriate assessments for all students</p>	<ul style="list-style-type: none"> <li>◆ Makes no special plans for initial assessment;</li> <li>◆ Handles learning problems as they arise, but does not assess special needs in advance;</li> <li>◆ Assessments are infrequently or poorly linked to the Goal Three competencies, the Florida Sunshine State Standards, and the district Core Curriculum.</li> <li>◆ Provides limited or infrequent feedback to students;</li> <li>◆ Uses traditional methods of assessment only.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sometimes seeks assistance from peer teacher/others to assess student readiness to learn, at the start of the school year;</li> <li>◆ Sometimes seeks assistance to plan lessons and assessments that meet needs of all students, including for exceptional students and students of diverse backgrounds and cultures.</li> <li>◆ Sometimes works with peer teacher/others to use rubrics and performance-based assessments, based on some of the Goal Three competencies, the Florida Sunshine State Standards, and the District’s Core Curriculum.</li> <li>◆ Sometimes provides constructive feedback to students.</li> <li>◆ Uses mainly traditional methods of assessment, but is experimenting with alternative assessments, periodically.</li> <li>◆ Sometimes seeks assistance in the analysis and use of standardized and informal assessments for planning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Frequently assesses student readiness to learn at the start of the school year;</li> <li>◆ Frequently plans lessons and assessments to meet needs of all students, including for exceptional students and students of diverse backgrounds and cultures;</li> <li>◆ Frequently designs and uses rubrics and performance-based assessments based on some of the Goal Three competencies, the Florida Sunshine State Standards, and the district Core Curriculum.</li> <li>◆ Frequently provides constructive feedback to students;</li> <li>◆ Frequently combines traditional and alternative assessments for each unit of study;</li> <li>◆ Frequently analyzes standardized and informal assessments for planning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Consistently assesses student readiness to learn at the start of the school year, with special attention to (but not limited to) deficiencies, academic and language development, and personal strengths;<sup>1</sup></li> <li>◆ Consistently plans lessons and assessments to meet needs of all students, including for exceptional students and students of diverse backgrounds and cultures;<sup>2</sup></li> <li>◆ Consistently designs and uses rubrics and performance-based assessments which encompass all appropriate Goal Three competencies, the Florida Sunshine State Standards, and the district Core Curriculum.<sup>3</sup></li> <li>◆ Consistently encourages self-assessment by assisting students in maintaining developmental portfolios and regularly reviewing portfolio contents with each student when appropriate;<sup>11</sup></li> <li>◆ Thoughtfully combines traditional and alternative assessments and provided for and</li> </ul>

				<p>encourages student choice when appropriate;</p> <ul style="list-style-type: none"> <li>◆ Consistently analyzes standardized and informal assessments for planning, and reviews data with students.<sup>12</sup></li> </ul>
Engages students in the assessment process	<ul style="list-style-type: none"> <li>◆ Provides minimal or no individual feedback to students;</li> <li>◆ Uses sporadic summative assessments, and rarely uses formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sometimes provides individual feedback to students;</li> <li>◆ Mostly uses summative assessments, but does seek help with design and use of some formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Frequently provides individual feedback to students;</li> <li>◆ Frequently balances formative and summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Confers with students to establish an individual goal for each student, jointly plans the path to its achievement, and frequently provides detailed individual feedback to students;<sup>7</sup></li> <li>◆ Balances formative and summative assessments that measure and support student progress.</li> </ul>
Frequently monitors student progress	<ul style="list-style-type: none"> <li>◆ Rarely checks student progress;</li> <li>◆ Rarely makes adjustments in response to student data.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sometimes works with peer teacher/others to check student progress;</li> <li>◆ Sometimes makes supervised adjustments in response to student data.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Periodically checks student progress;</li> <li>◆ Frequently makes adjustments in response to student data.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Consistently tracks student progress, analyzes student progress data;</li> <li>◆ Consistently makes changes in instructional strategies in response to student data.<sup>9</sup></li> </ul>
Assesses and responds to student behavior	<ul style="list-style-type: none"> <li>◆ Rarely or ineffectively observes and diagnoses student behavior problems.</li> <li>◆ Rarely seeks assistance in devising solutions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sometimes identifies potentially disruptive student behavior.</li> <li>◆ Sometimes seeks assistance in devising solutions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Frequently observes and diagnoses student behavior problems and devises solutions;</li> <li>◆ Recognizes students exhibiting potentially disruptive behavior and offers alternate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Consistently observes, diagnoses, and successfully corrects student behavior problems;<sup>15</sup></li> <li>◆ Consistently recognizes and successfully corrects students exhibiting potentially disruptive behavior.<sup>16</sup></li> </ul>