

Possible Evidence for CSTP 5 – Assessing Students for Learning

Standard Element	Source of Evidence	Evidence that might demonstrate the standard
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	Classroom Observation	<ul style="list-style-type: none"> • <i>During the course of a lesson or series of lessons, the teacher incorporates entry level, progress monitoring (checking for understanding) and summative assessment</i> • <i>Formative assessment is used within the writing program to promote student learning</i>
	Lesson Plan	<ul style="list-style-type: none"> • <i>Results from the entry level assessment for the new chapter in math are used to group students for instruction</i>
	Class Profile	<ul style="list-style-type: none"> • <i>Student assessment data is reviewed and analyzed to identify individual academic strengths and areas for growth</i>
	Grade Level Benchmark Assessment	<ul style="list-style-type: none"> • <i>Results from the district writing assessment are analyzed to identify adjustments to instruction that may be needed</i>
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	Classroom Observation	<ul style="list-style-type: none"> • <i>Students show evidence of understanding the learning goals before, during and after the lesson</i> • <i>Teacher assesses student understanding at the end of a lesson in order to inform planning of the next lesson</i>
	Student Work Analysis	<ul style="list-style-type: none"> • <i>Teacher reflects on the success of each lesson and success is determined by the level of student understanding</i>

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	Assessment Data / Data Analysis	<ul style="list-style-type: none"> Teacher identifies and uses multiple sources of information to inform his or her understanding of student progress toward meeting learning goals <table border="1" data-bbox="800 337 1898 691"> <thead> <tr> <th colspan="2" data-bbox="800 337 1898 370">Possible Sources of Assessment Data</th> </tr> </thead> <tbody> <tr> <td data-bbox="800 370 1350 691"> <ul style="list-style-type: none"> Anecdotal records or notes Essays Teacher made tests Teacher journal Student responses to teacher Running records Teacher observation of student interactions Student work analysis </td> <td data-bbox="1350 370 1898 691"> <ul style="list-style-type: none"> Performance tasks Standardized tests Interviews with students Student portfolios Interviews with families about relevant student achievements and activities outside of school </td> </tr> </tbody> </table>	Possible Sources of Assessment Data		<ul style="list-style-type: none"> Anecdotal records or notes Essays Teacher made tests Teacher journal Student responses to teacher Running records Teacher observation of student interactions Student work analysis 	<ul style="list-style-type: none"> Performance tasks Standardized tests Interviews with students Student portfolios Interviews with families about relevant student achievements and activities outside of school
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5.3 Reviewing data, both individually and with colleagues, to monitor student learning	Data Analysis documents	<ul style="list-style-type: none"> Teacher individually reviews CELDT and other local assessment results and uses the information to plan appropriate instruction and academic activities for each English Learner 				
	Student Work Analysis	<ul style="list-style-type: none"> Teacher evaluates and analyzes a class set of student work to determine next steps for instruction 				
	Grade Level Team Meeting Minutes	<ul style="list-style-type: none"> Teacher participates in ongoing monitoring of the English Learners' content progress and language skills within the structure of grade level teams; plans are made about impact on planning and instruction 				
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	Entry Level Assessment	<ul style="list-style-type: none"> Teacher selects learning goals that are appropriate for all students based on entry level assessment data 				
	Lesson Plan	<ul style="list-style-type: none"> Teacher differentiates or modifies learning goals to meet the knowledge, skills and abilities of individual students Learning goals are updated frequently based on periodic assessment of student progress 				

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	Student Work	<ul style="list-style-type: none"> • <i>Some assessments are designed so that students can demonstrate their knowledge and skills by applying it to real-world situations</i> • <i>Student Work is analyzed to determine next steps for instruction; students are grouped for targeted instruction</i>
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	Class Assignments / Rubrics	<ul style="list-style-type: none"> • <i>Students are provided with substantial support when they are learning the strategies for self-assessment in the form of graphic organizers, specific procedures, questions for students to routinely ask themselves...</i> • <i>Students are provided with clear learning goals and performance criteria</i> • <i>Rubrics and criteria provide students with a clear understanding of what they did well and what needs improvement</i> • <i>Teacher provides examples of student work at different levels of achievement to support students with self and peer assessment</i> • <i>Teacher provides the same rubric or criteria for student self-assessment, peer assessment and teacher assessment and feedback</i>
	Student Portfolios	<ul style="list-style-type: none"> • <i>Teacher assists students in using a portfolio of their work to illustrate their progress in terms of rubrics and reflection on learning; students are encouraged to share their progress with families through student led conferences</i>
	Classroom Observation or Lesson Plan	<ul style="list-style-type: none"> • <i>Teacher teaches students how to critique their own work and direct their own learning</i> • <i>Teacher helps students become familiar with their current level of knowledge and skills through use of rubrics which provide detailed feedback regarding strengths and areas for growth</i> • <i>Teacher models and teaches students to revise their work in response to their self-critique so they learn how to improve performance</i> • <i>Teacher provides routines opportunities for students to examine, reflect on, and revise their own work</i>

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<p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p>	<p>Communication Documents</p>	<ul style="list-style-type: none"> • <i>Teacher clearly communicates information about academic progress to students and their families</i> <table border="1" data-bbox="800 321 1898 581"> <thead> <tr> <th colspan="2" data-bbox="800 321 1898 370">Methods of Communicating Progress to Students</th> </tr> </thead> <tbody> <tr> <td data-bbox="800 370 1350 581"> <ul style="list-style-type: none"> • <i>Grades</i> • <i>Criteria scores on District achievement assessments</i> • <i>Written comments on individual pieces of student work</i> • </td> <td data-bbox="1350 370 1898 581"> <ul style="list-style-type: none"> • <i>Report cards</i> • <i>Rubric levels</i> • <i>Student conferences</i> • <i>Test scores</i> • <i>Feedback on student work portfolio</i> • </td> </tr> </tbody> </table> <table border="1" data-bbox="800 618 1898 927"> <thead> <tr> <th colspan="2" data-bbox="800 618 1898 667">Methods of Communicating Progress to Families</th> </tr> </thead> <tbody> <tr> <td data-bbox="800 667 1350 927"> <ul style="list-style-type: none"> • <i>Scheduled conference</i> • <i>Student work sent home</i> • <i>Telephone calls</i> • <i>Written notes about student needs</i> • <i>Progress reports</i> • <i>Report cards</i> • </td> <td data-bbox="1350 667 1898 927"> <ul style="list-style-type: none"> • <i>Class newsletters</i> • <i>Written notes about positive events or progress</i> • <i>Home visits</i> • <i>E-mail correspondence</i> • <i>Electronic grading programs</i> • <i>Class / school website</i> </td> </tr> </tbody> </table>	Methods of Communicating Progress to Students		<ul style="list-style-type: none"> • <i>Grades</i> • <i>Criteria scores on District achievement assessments</i> • <i>Written comments on individual pieces of student work</i> • 	<ul style="list-style-type: none"> • <i>Report cards</i> • <i>Rubric levels</i> • <i>Student conferences</i> • <i>Test scores</i> • <i>Feedback on student work portfolio</i> • 	Methods of Communicating Progress to Families		<ul style="list-style-type: none"> • <i>Scheduled conference</i> • <i>Student work sent home</i> • <i>Telephone calls</i> • <i>Written notes about student needs</i> • <i>Progress reports</i> • <i>Report cards</i> • 	<ul style="list-style-type: none"> • <i>Class newsletters</i> • <i>Written notes about positive events or progress</i> • <i>Home visits</i> • <i>E-mail correspondence</i> • <i>Electronic grading programs</i> • <i>Class / school website</i>
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<p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p>Parent/Family Communications</p>	<ul style="list-style-type: none"> • <i>Teacher ensures that students and their families understand the learning goals</i> <table border="1" data-bbox="821 1008 1892 1305"> <thead> <tr> <th colspan="2" data-bbox="821 1008 1892 1057">Possible Methods for Communicating Goals to Families</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 1057 1367 1305"> <ul style="list-style-type: none"> • <i>Beginning of the School Year notices</i> • <i>Newsletters</i> • <i>Homework instructions</i> • <i>Report cards</i> • <i>Electronic grading programs</i> • <i>Telephone</i> </td> <td data-bbox="1367 1057 1892 1305"> <ul style="list-style-type: none"> • <i>Parent Conferences</i> • <i>Notes to parents</i> • <i>Individualized Education Plan (IEP)</i> • <i>E-mail correspondences</i> • <i>Web site postings</i> • </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • <i>Teacher communicates students' learning to assist families, support teachers, instructional aides in providing appropriate support to improve student achievement</i> • <i>Communication with families is handled in a non-threatening way that is respectful of the cultural and socio-economic diversity in the community</i> 	Possible Methods for Communicating Goals to Families		<ul style="list-style-type: none"> • <i>Beginning of the School Year notices</i> • <i>Newsletters</i> • <i>Homework instructions</i> • <i>Report cards</i> • <i>Electronic grading programs</i> • <i>Telephone</i> 	<ul style="list-style-type: none"> • <i>Parent Conferences</i> • <i>Notes to parents</i> • <i>Individualized Education Plan (IEP)</i> • <i>E-mail correspondences</i> • <i>Web site postings</i> • 				
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