CCT Performance Profile 3-21-14
Module Four: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

CCT Indicators	Continuum of Effective Teaching →			
1. Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn. *See additional notes at the end of the document..*	• Relies primarily on summative (final) assessments to report performance or assign grades. • Assessments do not provide students varied opportunities to demonstrate their learning in different ways.	• Uses ongoing and summative assessments to measure how students perform relative to daily learning or unit objectives that result in instruction that is either repeated or continued with minimal adjustment. • Assessments are occasionally varied to provide different ways for students to demonstrate their learning.	• Uses formative and summative assessment data from pre- and post-assessments to inform subsequent planning and instruction to help students attain unit or curriculum standards. • Assessments provide different ways for students to demonstrate their learning.	• Uses formative and summative assessments for pre- and post-assessment data to continuously inform, adjust and differentiate instruction for individual student needs and provide students an opportunity to learn from their performance. • Assessments are designed to provide students with alternative ways to demonstrate their learning.
Conversation Notes :				
2. Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time.	• Assessments primarily measure recall of information. • Provides data on student growth, which is limited to summative assessment grades and task completion, without analysis about how to help improve student learning or behavior.	• Assessments measure knowledge and skills. • Provides written data on student growth, which includes general information and inferences about student achievement or struggles with course curriculum standards.	• Assessments measure knowledge, skills and some concepts. • Compiles data on student growth, based on multiple measures, which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational or behavioral skills. • Identifies general instructional needs for additional focus, support or enrichment.	• Assessments continually measure knowledge, skills and critical concepts in the content area. • Compiles data on student growth, based on multiple measures which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational, behavioral, social/emotional skills, with detailed evidence and examples of performances. • Analyzes data to inform design of specific intervention strategies, enrichment, departmental/grade level curriculum changes, or school-wide behavioral strategies to support growth of individual students and groups of students.
Conversation Notes :				

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3. Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress.	• Meets with colleagues to review assessment data but does not use information to inform instruction.	• Meets with colleagues to review and interpret assessment data and uses data to plan instruction.	• Collaborates with colleagues to review and interpret assessment data in order to plan and adjust instruction and assessments to meet the needs of individuals and/or small groups.	• Pro-actively communicates student assessment data with team and/or colleagues and collaborates to improve grade level or departmental instructional or assessment strategies to meet school-wide as well as individual students' needs.
Conversation Notes:				
4. Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.	• Assessment criteria are not clear and/or are communicated after the assessment. • Feedback is generally provided as numerical or letter grades.	• Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors. • Feedback includes numerical or letter grades and some general comments about students' weaknesses.	• Criteria are clearly communicated to students prior to an assignment or assessment and include rubrics or exemplars of student work. • Teacher assists students in assessing their own work and/or the work of their peers. • Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements.	• Criteria are clearly communicated to students prior to an assignment or assessment, include rubrics or exemplars of student work, and involve students in developing the evaluation criteria or their own goals for achievement/progress. • Students evaluate their own work or the work of their peers. • Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements.
Conversation Notes:				
5. Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.	• Communicates results to students and families, mainly through grades, report cards and mandated parent/teacher conferences or when issues reach critical stage.	• Communicates expectations and results with students and families through grades, report cards and mandated parent/teacher conferences and when a student is experiencing difficulty with academics or behavior. • Occasionally consults other educators for possible strategies when the teacher's academic or behavioral interventions for students are not successful.	• Regularly communicates expectations and performance results with students, families and/or other educators. • Proactively enlists the support of other educators and/or families to address specific academic or behavioral performance needs.	• Regularly communicates expectations and performance results and immediately addresses needs with student, families and/or other colleagues, providing detailed, in-depth information. • Proactively enlists the support of other educators and/or families in addressing academic or behavioral needs for support or enrichment and develop performance expectations.
Conversation Notes:				

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6. Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized educational programs for students with disabilities.	• Use of academic, behavioral or health data is not considered on a regular basis or over time to develop intervention strategies for students who exhibit academic or behavioral needs. • If applicable, has limited participation in the development of individualized educational programs.	• Uses data from limited sources to develop intervention strategies. • If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.	• Uses multiple sources of data to collaborate with grade level or content colleagues in the development of interventions to monitor progress. • If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.	• Uses multiple sources of data and seeks support from specialists to monitor students progress and to design or refine interventions, including differentiated instruction. • If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.
Conversation Notes:				

The following two indicators are essential knowledge that is overarching to all indicators of this domain:

- Teachers should understand the different purposes[1] and types of assessment[2] that capture the complexity of student learning across the hierarchy of cognitive skills;
- Recognize the role that lack of opportunity to learn, lack of effective instruction and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences.

[1] **Assessment purposes** include but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.
[2] **Assessment types** may be created by the teacher or externally produced and include, but are not limited to, observation, functional behavior assessment, performance-based assessment of application of learning, or criterion referenced.