

TEACHER EVALUATION IN AN ALTERNATIVE SCHOOL

REQUIREMENTS?
FLEXIBILITY?
BEST PRACTICE?

Teacher Evaluation Guidelines Performance Evaluation Designators

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

“Performance” : *Progress* as defined by specified indicators
word origin : 1600 c. – growth, development, advancement to higher stages

What guides writing of student goals & selection of indicators?

Guidelines requirements.....

- 1-4 goals OR 1 goal (flex option)
- Use of multiple indicators
 - No single isolated standardized test score as indicator
 - Use of standardized tests requires use of aligned interim assessments
 - Must use at least 1 non-standardized indicator
- Take into account student needs, control factors, teacher responsibilities & experience
- Align with district & school goals
- Address most important purpose of teacher's role
- Mutual agreement on goal(s) and indicators

What guides writing of student goals & selection of indicators?

Teacher Evaluation Guidelines.....

☐ **Section 4:** *Core Requirements for the Evaluation of Student and Educator Support Specialists*

- Based on students or caseload specialist is responsible for
- Flexibility in measuring student growth
- Observations done in appropriate venues

☐ **Section 2.9 :** *Flexibility Components*

- 1 goal/ objective for student growth
- “For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.”

What guides writing of student goals & selection of indicators?

What does this language mean?

Best practice would say.....

Educators who provide direct instruction classroom teachers who teach content area subjects (e.g., grade 4, MS math, HS business)

or direct support to students, Support specialists who work with students on a continuing basis (special ed teachers, guidance counselors)

and educators whose role is to provide support to the educational program, Educators who work primarily with teachers or who don't work with either students or teachers regularly, but who work under a teaching certificate (e.g., coaches, curriculum specialists, teacher on special assignment)

will write goals that reflect the direct instruction or support, as allowed by their area of certification. Goals must pertain to what the teacher actually *does*, and can't be something that doesn't fall under their area of certification

Indicators used to show growth in connection with those goals must directly align with the educator's role and area of certification..... The indicators for success also have to pertain to what the teacher does and can't be something that doesn't fall under their area of certification

What guides writing of student goals & selection of indicators?

Flexibility in.....

- What 'growth over time' target is – no requirement to use percentages (e.g., “80% of students will score X on Y”)
- Number of students that 'fall under' goal and/or indicators
- How 'success' rating is determined – no requirement to 'score' goals based on percentage or definitions for 4 categories shown in SEED
- Holistic vs. mathematical formula to view growth over time
- Use of both qualitative & quantitative data

What guides writing of student goals & selection of indicators?

Same basic process for classroom teachers & specialists.....

- Determine need that teacher would serve
- Determine target for growth connected to need that teacher would serve
- Determine what actions teacher would take to provide instruction or service
- Use rubric specifically designed to describe teacher levels of performance
- Gather evidence of actions teacher took and how that connects to target for growth

Main questions : With whom is the teacher primarily working? What kind of growth is appropriate to examine? *What control factors have to be considered?* What relationship can you show between the need and the teacher actions to meet that need?

What guides writing of student goals & selection of indicators?

Important factors that require flexibility.....

Control factors

- Things over which the teacher has no control (but teacher still tries to influence in positive manner)
- Influence student growth & development, and student performance, in the classroom
- Are often non-academic in nature, and must be addressed first, no matter what class the student is in
- Examples : social/emotional issues; attendance in school; length of time student is in alternative setting; home issues; ability to relate to peers

What 'growth' is vis-à-vis students in an alternative school

- Must often address academic progress through other skill-building
- Individual vs. whole-group growth, due to student challenges
- Short-term indicators of growth, due to transience of some students

What's the difference between quantitative & qualitative data?

Quantitative data

- Uses numerical values as targets for growth
- Compares performance to a fixed scale
- Same scale applies to all students in the same way
- Same format used for all students
- Data usually gathered as pre- and post-assessment (test)

Qualitative data

- Uses descriptors of work as targets for growth
- Compares performance to a continuum of performance
- Continuum can easily be adjusted based on student needs
- Can be used with different formats for student work
- Data usually gathered at several points in the year
- Analysis of student work allows teacher to see specific nuances of growth

What makes a holistic approach valuable?

- ❑ District can use common quality work or behavioral skill rubric – focused on skills - across grade levels & content areas
- ❑ Examines work/behavior through a lens of quality
- ❑ Focus on how work /behavior ‘looks’ when skills are applied
- ❑ Uses a variety of types of work that focus on same skills or variety of situations in which same behavioral skills are used
- ❑ Levels of proficiency described through words, not numerical score
- ❑ Allows for work/behavior to fall ‘in between’ two levels
- ❑ All data ultimately examined collectively to determine the ‘big picture’
- ❑ ‘Big picture’ looks for growth in student performance over time

What is a Quality Student Work Rubric?

- ❑ Contains elements that describe high quality work; e.g.:
 - Content
 - Organization & clarity
 - Presentation
 - Spelling & grammar
 - Research or resources
 - Vocabulary appropriate to the subject area
 - Calculations
 - Analysis, synthesis, or evaluation
 - Problem solving
 - Effort
- ❑ Elements focus on student skills
- ❑ Not all elements have to be used
- ❑ 4 levels of student performance described
- ❑ Can be customized for each student assignment
- ❑ Can be used when writing student goals & selecting IAGDs to show student growth by connecting skills and content

Note : A skill-based rubric can be created & used for behavioral performance, as applicable to meet student growth needs.

SAMPLE

Quality Student Work Rubric

All Elements might not be used for every piece of student work

Element	Below Basic	Basic	Proficient	Advanced
Content	Main idea is not clear and/or details concerning the content or learning objective are not related to the topic or are nonexistent.	Main idea is clear. Student provides the minimal amount of content required by assignment, explaining the concept(s) in his or her own words (comprehension level ala Bloom). Content used is accurate as it relates to the learning objective.	Main idea is clear. Student provides details about the topic that show s/he can apply and analyze the concepts accurately, using the details to support his/her topic or thesis (application & analysis levels ala Bloom).	Main idea is clear. Student provides details about the topic that exceed what is required by the assignment or learning objective to make connections among relevant concepts (synthesis and/or evaluation level ala Bloom). The student provides more than one perspective.
Organization and Clarity	The lack of organization distorts or obscures the main idea. The format is inappropriate for the learning objective. The order is illogical. The student does not make a point related to the learning objective.	Poorly organized, although the format may be appropriate for the learning objective. The order is confusing in places. The student has difficulty in addressing his/her point.	Generally well organized, with a few minor problems and presented in a format appropriate for the learning objective. The student makes his/her point.	Well-organized and presented in a format appropriate for the learning objective. The order is logical and the student clearly and succinctly gets his/her point across.
Vocabulary appropriate to subject area	Awkward phrasing and inappropriate vocabulary are used and hinder the understanding of the student work.	Weak phrasing and Inadequate vocabulary are used, and detract from the student work.	Phrasing and appropriate vocabulary are used and contribute to the clarity of the student work.	Skilled phrasing and appropriate vocabulary enhance the student work and contribute to clarity of the student work.
Spelling and Grammar	Numerous errors in grammar, spelling, and punctuation seriously distort meaning and hinder communication.	Several errors in grammar, spelling, and punctuation hamper meaning or hinder communication.	Occasional errors in grammar, spelling, and punctuation do not distort meaning nor hinder communication.	No mechanical errors; spelling and punctuation are correct.

SAMPLE

Quality Student Work Rubric

All Elements might not be used for every piece of student work

Element	Below Basic	Basic	Proficient	Advanced
Calculations	No calculations or calculations are inaccurate.	Many calculations are inaccurate.	Calculations may contain few errors.	All calculations are done completely and accurately.
Research or sources	Necessary documentation is missing. No sources are used.	Errors in documentation occur. Few sources are used and evidence is not accurately stated.	Documentation is correct. Students provide accurate and appropriate evidence from most sources.	Students provide multiple sources and document each correctly. Students provide accurate and appropriate evidence from all sources.
Presentation	None, or one example, strategy, or illustration is used. Examples, strategies, or illustrations that relate to content are not shown.	The examples, strategies, or illustrations used relate to the learning objective.	Examples, strategies, or illustrations are used and demonstrate the student's ability to apply skills and/or concepts to the learning objective.	Examples, strategies, or illustrations enhance student work and demonstrates the student's ability to make connections beyond the learning objective.
Analysis, synthesis or evaluation	The student recalls and states given information but cannot explain it in his/her own words.	The student restates the information in his/her own words and may attempt to apply some of the information to a situation.	The student compares and contrasts information and evaluates the information with accuracy.	The student thoroughly analyzes and synthesizes information and evaluates material with insight and accuracy.
Problem Solving	Has a vague understanding of the problem, uses a strategy or approach that does not match the problem, and the solution is inaccurate.	Has difficulty defining the problem, uses only one strategy for solving the problem and the solution is not clear.	Defines the problem, selects multiple approaches for solving the problem of which not all apply. The solution is correct, but is not clearly explained.	Clearly defines the problem, selects multiple approaches for solving the problem, and the solution and all relevant work is correct.
Effort	Does not fulfill the minimum requirements of the assignment nor provide evidence of thoughtful input.	Fulfills the minimum requirements of the assignment but does not show evidence of thoughtful input.	Fulfills the minimum requirements of the assignment and demonstrates some thoughtful input.	Exceeds the minimum requirements of the assignment and demonstrates thoughtful input.

Student Goals & Indicators : Qualitative & Holistic

Teacher	Student Goal - QNT	Indicators - QNT
Grade 6 Social Studies Classroom teacher	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 15: <ol style="list-style-type: none"> 1. Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better. 2. Students who scored a 2-4 will score 8 or better. 3. Students who scored 5-6 will score 9 or better. 4. Students who scored 7 will score 10 or better.
Teacher	Student Goal - QL	Indicators - QL
Grade 7 Social Studies Classroom teacher	<i>(student goal is both content- and skill- specific)</i> Students will be able to use supporting details to explain their position on what ‘independence’ means to an individual, a community, and a country.	Students will show growth in the quality of 5-6 pieces of work done over time, in 5 selected categories (content; organization & clarity; vocabulary; research or resources; and analysis, synthesis, & evaluation) on the district-wide Quality Student Work Rubric (QSWR).

Student Goals & Indicators : Qualitative & Holistic

Teacher	Student Goal - QNT	Indicators - QNT
Grade 9 ELA Classroom teacher	Students will be able to write arguments to support claims with clear reasons and relevant evidence, including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style.	By June 1: 1. 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. 2. 40 students who score 30-49 will increase by 15 points. 3. 10 students who scored 0-29 will increase by 10 points.
Teacher	Student Goal - QL	Indicators - QL
Grade 9 ELA Classroom teacher	Students will be able to make arguments to support claims with clear reasons and relevant evidence, including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style.	IAGD : Over the course of the year, students will complete 6 argumentative assignments based on text read. Students will use both written and oral modes, and have a choice of format for each assignment. Students will show growth in the quality of their work vis-à-vis the categories of content; organization & clarity; presentation, analysis, synthesis, & evaluation; and effort on the district-wide Quality Student Work Rubric (QSWR).

Student Goals & Indicators : Qualitative & Holistic

Teacher	Student Goal - QNT	Indicators - QNT
Grade 11 Algebra 2 Classroom teacher	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	By May 15, 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark.
Teacher	Student Goal - QL	Indicators - QL
Grade 9 / 10 Algebra 1 Classroom teacher	<i>(Student goal is both content- and skill- specific)</i> Students will be able to apply a system of equations to solve real-world problems.	Students will show growth in the quality of 4 - 5 pieces of work done over time, in the categories of vocabulary; calculations; analysis, synthesis, & evaluation; problem solving; and effort on the district-wide Quality Student Work Rubric (QSWR).

sample

How can students show improvement through quality of work done over time?

Example 1 – 7th grade social studies (87 students)

Student goal : Students will be able to use supporting details to explain their position on what ‘independence’ means to an individual, a community, and a country.

IAGDs : Students will show growth in the quality of 5-6 pieces of work done over time, as compared to 5 selected categories (content; organization & clarity; vocabulary; presentation; and analysis, synthesis, evaluation) on the district-wide Quality Student Work Rubric (QSWR).

How would use of the QSWR look for this student goal and IAGD?

Using the QSWR – Sample 1

Assignment 1 : Describe 2-3 things a colonist was free to do, and 2-3 things a colonist wasn't free to do, in one of the 13 colonies, between the time the Declaration of Independence was signed, and the end of the Revolutionary War, that would show he was an independent citizen. For each of the colonist's freedoms, explain how it affected his or her life.

Type of work to choose from : oral or written

Format : written – essay

oral (choose one)

- (1) 'colonist' being interviewed by the local community newsletter editor
- (2) colonist 'thinking aloud about his life in the colonies
- (3) another student choice, as approved by the teacher

Sample 1

Quality Student Work Rubric

All Elements might not be used for every piece of student work

Sample : Assignment – specific descriptions in advance

Element	Below Basic	Basic	Proficient	Advanced
Content	<p>Main idea is not clear and/or details concerning the content or learning objective are not related to the topic or are nonexistent.</p> <p><i>Student lists only one freedom, lists the same freedom more than once, but using different words, or lists things that weren't freedoms at all.</i></p>	<p>Main idea is clear. Student provides the minimal amount of content required by assignment, explaining the concept(s) in his or her own words (comprehension level ala Bloom). Content used is accurate as it relates to the learning objective.</p> <p><i>Student explains, in his or her own words, the freedoms a colonist had or didn't have. The details about those freedoms are accurate.</i></p>	<p>Main idea is clear. Student provides details about the topic that show s/he can apply and analyze the concepts accurately, using the details to support his/her topic or thesis (application & analysis levels ala Bloom).</p> <p><i>Student describes freedoms colonist had/didn't have, explains what the concept behind each freedom means. then gives a specific, concrete example of how having or not having a specific freedom affected the colonist.</i></p>	<p>Main idea is clear. Student provides details about the topic that exceed what is required by the assignment or learning objective to make connections among relevant concepts (synthesis and/or evaluation level ala Bloom). The student provides more than one perspective.</p> <p><i>Student describes freedoms colonist had/didn't have, explains what each freedom means, and describes how these freedoms might have connected to each other.</i></p>
Organization and Clarity	<p>The lack of organization distorts or obscures the main idea. The format is inappropriate for the learning objective. The order is illogical. The student does not make a point related to the learning objective.</p> <p><i>What student lists and/or describes are not freedoms that were important prior to and during the Rev. War. Details given don't support what the student lists as freedoms.</i></p>	<p>Poorly organized, although the format may be appropriate for the learning objective. The order is confusing in places. The student has difficulty in addressing his/her point.</p> <p><i>Student jumps back and forth between freedoms described and details about each, making it difficult to understand what details apply to what freedoms.</i></p>	<p>Generally well organized, with a few minor problems and presented in a format appropriate for the learning objective. The student makes his/her point.</p> <p><i>Student has facts and examples included, but in one or two areas there is a problem with sequence, an overlap that may cause minor confusion, or use of language that may cause minor confusion.</i></p>	<p>Well-organized and presented in a format appropriate for the learning objective. The order is logical and the student clearly and succinctly gets his/her point across.</p> <p><i>All facts and examples are given in a sequence that shows how one freedom affected another, or how perspectives were clearly different; language used makes explanations clear.</i></p>

Sample 1

Quality Student Work Rubric

All Elements might not be used for every piece of student work

Sample : Assignment – specific descriptions in advance

Element	Below Basic	Basic	Proficient	Advanced
Vocabulary appropriate to subject area	<p>Awkward phrasing and inappropriate vocabulary are used and hinder the understanding of the student work.</p> <p><i>Student doesn't use vocabulary pertaining to the revolutionary war, or freedoms, appropriately. The wording used to list freedoms or give details show that the student doesn't understand the concept.</i></p>	<p>Weak phrasing and Inadequate vocabulary are used, and detract from the student work.</p> <p><i>Student uses, or attempts to use, vocabulary pertaining to the revolutionary war and freedoms, but can do so only to give an explanation in his/her own words. Lack of appropriate vocabulary use results in details being 'shallow.'</i></p>	<p>Phrasing and appropriate vocabulary are used and contribute to the clarity of the student work.</p> <p><i>Student chooses words that clearly describe the freedoms s/he selects and gives examples of. Examples are clear because of the wording and phrasing used.</i></p>	<p>Skilled phrasing and appropriate vocabulary enhance the student work and contribute to clarity of the student work.</p> <p><i>Student chooses words that clearly describe the freedoms s/he selects and gives examples of. The phrasing used makes the examples 'come alive.'</i></p>
Presentation	<p>None, or one example, strategy, or illustration is used. Examples, strategies, or illustrations that relate to content are not shown.</p> <p><i>The student gives few or no examples or details about how the freedoms the colonist had affected his or her life, or details given don't relate to the colonist's freedoms.</i></p>	<p>The examples, strategies, or illustrations used relate to the learning objective.</p> <p><i>The examples or explanations of how the colonist's freedoms affected his/her life are more a re-wording of the freedom than a concrete example.</i></p>	<p>Examples, strategies, or illustrations are used and demonstrate the student's ability to apply skills and/or concepts to the learning objective.</p> <p><i>For each freedom the student describes, s/he gives a specific, concrete example of how having or not having that freedom affected the colonist.</i></p>	<p>Examples, strategies, or illustrations enhance student work and demonstrates the student's ability to make connections beyond the learning objective.</p> <p><i>Student gives concrete examples to describe one of three things: (1) how the freedoms a colonist had or didn't have interacted or 'mixed' to affect his/her life; (2) how having or not having certain freedoms were viewed from different perspectives; or (3) how the colonist's freedoms compare to the freedoms we have today.</i></p>

Sample 1

Quality Student Work Rubric

All Elements might not be used for every piece of student work

Element	Below Basic	Basic	Proficient	Advanced
Analysis, synthesis or evaluation	<p>The student recalls and states given information but cannot explain it in his/her own words.</p> <p><i>The freedoms the student lists are worded exactly as in notes given. The student can't explain how those freedoms affected the colonist's life.</i></p>	<p>The student restates the information in his/her own words and may attempt to apply some of the information to a situation.</p> <p><i>The student attempts to explain how a colonist's freedoms affected his/her life, but is not successful in making those clear connections.</i></p>	<p>The student compares and contrasts information and evaluates the information with accuracy.</p> <p><i>When the student gives examples of the freedoms a colonist had, s/he talks about how the freedoms compare to each other, may express his/her own opinion about them, and does so with a rationale that is supported by details given.</i></p>	<p>The student thoroughly analyzes and synthesizes information and evaluates material with insight and accuracy.</p> <p><i>When the student gives examples as described above, s/he clearly explains why these freedoms were important.</i></p>

Sample : Assignment – specific descriptions in advance

How much data would a teacher collect *for evaluation purposes?*

Does data need to be collected for *all* students?

- Representative sample of all students for whom student goal applies (5-6 students should be sufficient)
- Students with a range of abilities
- 5-6 pieces of student work spread over the course of school year

How can students show improvement through quality of work done over time?

Sample 2

Example 2 – Algebra I : Problem Solving (87 students)

Student goal : Students will be able to apply a system of equations in real world situations.

IAGDs : Students will show growth in the quality of 5-6 pieces of work done over time, in 5 of the selected areas of vocabulary; calculations; analysis, synthesis, & evaluation; problem solving; and effort on the district-wide Quality Student Work Rubric (QSWR).

How would use of the QSWR look for this student goal and IAGD?

Sample 2

Quality Student Work Rubric

All Elements might not be used for every piece of student work

Sample : Individual student performance compared to each element

Element	Below Basic	Basic	Proficient	Advanced
Vocabulary appropriate to subject area	Awkward phrasing and inappropriate vocabulary are used and hinder the understanding of the student work.	Weak phrasing and Inadequate vocabulary are used, and detract from the student work.	Phrasing and appropriate vocabulary are used and contribute to the clarity of the student work. <i>The students followed the format of the samples in the individual work and used appropriate vocabulary.</i>	Skilled phrasing and appropriate vocabulary enhance the student work and contribute to clarity of the student work.
Calculations	No calculations or calculations are inaccurate.	Many calculations are inaccurate. <i>Students made errors in the solution to the first problem.</i>	Calculations may contain few errors.	All calculations are done completely and accurately.
Analysis, synthesis or evaluation	The student recalls and states given information but cannot explain it in his/her own words. <i>The students stated the answer to the equations but did not apply the answers to a new situation. The students could not use their own words in creating the problems. The students used a sample from the individual work and changed one or two words.</i>	The student restates the information in his/her own words and may attempt to apply some of the information to a situation.	The student compares and contrasts information and evaluates the information with accuracy.	The student thoroughly analyzes and synthesizes information and evaluates material with insight and accuracy.

Sample 2

Quality Student Work Rubric

All Elements might not be used for every piece of student work

Sample : Individual student performance compared to each element

Element	Below Basic	Basic	Proficient	Advanced
Problem Solving	<p>Has a vague understanding of the problem, uses a strategy or approach that does not match the problem, and the solution is inaccurate.</p> <p><i>The students changed the words in sample problems. They did show an understanding of the process.</i></p>	<p>Has difficulty defining the problem, uses only one strategy for solving the problem and the solution is not clear.</p>	<p>Defines the problem, selects multiple approaches for solving the problem of which not all apply. The solution is correct, but is not clearly explained.</p>	<p>Clearly defines the problem, selects multiple approaches for solving the problem, and the solution and all relevant work is correct.</p>
Effort	<p>Does not fulfill the minimum requirements of the assignment nor provide evidence of thoughtful input.</p> <p><i>The students did not work as a partnership and did not show evidence of any thought on how to go beyond the sample problems.</i></p>	<p>Fulfills the minimum requirements of the assignment but does not show evidence of thoughtful input.</p>	<p>Fulfills the minimum requirements of the assignment and demonstrates some thoughtful input.</p>	<p>Exceeds the minimum requirements of the assignment and demonstrates thoughtful input.</p>

How much data would a teacher collect for evaluation purposes?

Does data need to be collected for all students?

- Representative sample of all students for whom student goal applies (5-6 students should be sufficient)
- Students with a range of abilities
- 5-6 pieces of student work spread over the course of school year

Student Goals & Indicators : Qualitative & Holistic

Teacher	Student Goal - QL	Indicators - QL
<p>Grade 6 – all students</p> <p>Library media specialist</p>	<p>Students will learn , use, and be able to explain how to access information in 5 media formats to complete an inquiry-based research project on the topic of alternative energy sources.</p>	<ol style="list-style-type: none"> 1. LMS will teach, and students will participate in, 3 classes to learn how to access information in 5 different media formats. 2. Of all students who complete project, work will be checked on random sample of 30% to determine if they cited at least 3 media formats to access information. 3. Students receiving instruction (#1) will successfully be able to explain, via a short quiz after the project, how to access such information in 3 of the 5 media formats presented.
<p>Grade 11 (40 of 200)</p> <p>Guidance Counselor</p>	<p>Students will learn about a variety of post-secondary career paths & develop a plan to pursue a path after high school.</p>	<ol style="list-style-type: none"> 1. Guidance counselor will give students a career interest inventory in the fall to identify possible careers. 2. Guidance counselor will lead, and students will participate in, a series of career seminar, based on their interests. 3. Guidance counselor will work with students to develop a plan of action to begin to pursue their career path of interest, which will include steps they can take this year. 4. Students will have successfully completed 2-3 steps of their action plan by June.

Student learning goal _____

Student Name _____

Class / subject _____

Student Work Chart

- 'Student's beginning level of work' may be determined via an assessment or sample of work done early in the school year.
- Student work ratings are based on the *Quality Student Work Rubric*.
- 5 or more work samples will show a more clear pattern of growth over time.
- Under each date of work sample, in the box corresponding to the level of student work, write a brief description of the assignment.

Student Work Rating

	Student's beginning level of work	Date of work sample 1	Date of work sample 2	Date of work sample 3	Date of work sample 4	Date of work sample 5	Final student growth rating based on work
Advanced							
Proficient							
Basic							
Below Basic							

Examining student work & tests together

Work sample 1 – 10/3

Quality Student Work Rubric				
Student Work Element	Below Basic	Basic	Proficient	Advanced
<i>cjeddopg</i>	ckwqpol	klwpemi	aorlmw	pleyocie
<i>qxpzejh</i>	lpehgdc	aswploi	mlzywie	jahyecv
<i>pleomng</i>	loemkju	qjdfzao	kieumhf	fipwcnx

Work sample 2 – 11/15

Quality Student Work Rubric				
Student Work Element	Below Basic	Basic	Proficient	Advanced
<i>cjeddopg</i>	ckwqpol	klwpemi	aorlmwb	pleyocie
<i>qxpzejh</i>	lpehgdc	aswploi	mlzywie	jahyecv
<i>pleomng</i>	loemkju	qjdfzao	kieumhf	fipwcnx

QSWR elements

Content
Organization & Clarity
Vocabulary

Test # 1

1. Theorjdsdslajgdjf
2. ghaljereor ad. Tejrej
3. Ateajqp[ajafjthe.
4. Asofdferh paeqhql
5. TheJrlejrenjddjfajhd gajadlfjatjel jrerkle.

1. What aspects of the QSWR elements do the student work samples & test focus on?
2. How do these support each other and complete the picture of student performance?
3. Are there any extenuating circumstances that would affect student performance?
4. Are there any atypical things that show?

A Holistic View of Student Performance

Work sample 1 – 10/3

Quality Student Work Rubric				
Student Work Element	Below Basic	Basic	Proficient	Advanced
<i>cjeddopg</i>	ckwqp oldsdf	klwpe miedh	aorlm weth	pleyoc iecjhd
<i>qxzpejh</i>	lpehg dcerh	aswpl oiagh	mlzyw iewrh	jahyec vterhj
<i>pleomng</i>	loemk juzpdg	qjdfza oggg	kieum hfeth	fipwcx netht

Work sample 2 – 11/15

Quality Student Work Rubric				
Student Work Element	Below Basic	Basic	Proficient	Advanced
<i>cjeddopg</i>	ckwqp olerh	klwpe mieiob	aorlm wbtjr	pleyoc ieahfh
<i>qxzpejh</i>	lpehgd cakdfh	aswpl oiehth	mlzywi eadfh	jahyec vethe
<i>pleomng</i>	loemkj uerher	qjdfza oeth	kieum hfadhc	fipwcx netht

Work sample 3 – 1/10

Quality Student Work Rubric				
Student Work Element	Below Basic	Basic	Proficient	Advanced
<i>cjeddopg</i>	ckwqp olafhe	klwpe miazcc	aorlm wbadf	pleyoc ieqoeh
<i>qxzpejh</i>	lpehgd cettthe	aswpl icajeh	mlzywi eqadh	jahyec valdfh
<i>pleomng</i>	loemkj uafhde	qjdfza ocenth	kieum hfethe	fipwcx nadhd

What are the patterns & trends in performance ?

What control factors need to be considered?

What are the connections between student performance on different pieces of work?

What does the preponderance of evidence say about student growth over time?

What is the overall student growth rating?

- Test # 1
1. Theorj
 2. ghaljereor ad.
 3. Ateajqp.
 4. Asofdferh
 5. Theljrlejrenrj

- Test # 2
1. Theorj
 2. ghaljereor ad.
 3. Ateajqp.
 4. Asofdferh
 5. Theljrlejrenrj

- Test # 3
1. Theorj
 2. ghaljereor ad.
 3. Ateajqp.
 4. Asofdferh
 5. Theljrlejrenrj

- Test # 4
1. Theorj
 2. ghaljereor ad.
 3. Ateajqp.
 4. Asofdferh
 5. Theljrlejrenrj

Quality Student Work Rubric				
Student Work Element	Below Basic	Basic	Proficient	Advanced
<i>cjeddopg</i>	ckwqp oleltrt	klwpe mirthe	aorlm wbadf	pleyoci ekrts
<i>qxzpejh</i>	lpehgd csdafjt	aswpl ipaerth	mlzywi egehte	jahyec verk
<i>pleomng</i>	loemkj ueltthe	qjdfzao	kieum hfgdjr	fipwcx nqltjt

Work sample 4 – 2/23

Quality Student Work Rubric				
Student Work Element	Below Basic	Basic	Proficient	Advanced
<i>cjeddopg</i>	ckwqp olwetv	klwpe mitem	aorlm wbacv	pleyoci eemte
<i>qxzpejh</i>	lpehgd crmtty	aswpl ikema	mlzywi eethe	jahyec vpaqt
<i>pleomng</i>	loemkj uwptj	qjdfzao	kieum hfqrhe	fipwcx nacje

Work sample 5 – 4/6

Quality Student Work Rubric				
Student Work Element	Below Basic	Basic	Proficient	Advanced
<i>cjeddopg</i>	ckwqpo lwttrtj	klwpe mialdn	aorlmw balhch	pleyoci esgljrt
<i>qxzpejh</i>	lpehgd c	aswpl oi	mlzywi eajcljre	jahyecv
<i>pleomng</i>	loemkj uacjer	qjdfzao	kieumh fethre	fipwcxn

Work sample 6 – 5/2

Evaluating Success Through a Holistic Approach

What do we ask / look for through a holistic approach?

- What are the patterns & trends in performance ?
- What control factors need to be considered?
- What are the connections between student performance as shown through different indicators?
- Is some evidence more substantive than other evidence? How do I know that?
- What does the preponderance of evidence say about student growth over time?
- What role did the teacher play in bringing about this growth?
- What is the overall student growth rating?

Final Thoughts About Goals, Indicators, & a Holistic Approach

- ❑ To determine needs, gather data from a variety of sources
- ❑ Consider ‘control factors’ *as you choose your indicators* – they will influence what targets will be realistic
- ❑ ‘Point-in-time’ indicators (e.g., pre- and post tests) don’t always show *growth*
- ❑ Talk with your evaluator about best practice *for evaluation purposes*, and use of a process such as the following :
 1. Select a representative sample of students for whom the goal applies;
 2. Use several pieces of evidence for each indicator, over the course of the school year
- ❑ Select targets that are challenging, but realistic for your students; this might not be the proficient level for everyone
- ❑ Goals and indicators *must* be mutually agreed upon
- ❑ District plan must follow *guidelines*, which set clear expectations for alignment between teacher/specialist role, goals, & indicators