Oxnard School District Evaluation Rubrics for CSTP 5

Permanent Teachers

Evaluator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 5: Assessing Student Learning

Element 1: Establishes and communicates learning goals for all students

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| Few or no learning goals are estab­lished. Learning goals are rarely re­vised clearly com­muni­cated to stu­dents or families.   |  | | --- | |  | | Learning goals are occasionally estab­lished to meet school and district expecta­tions. Goals are communicated to all students without revisions.   |  | | --- | |  | | Learning goals are frequently estab­lished in rela­tion to students’ needs and the cur­riculum, and meet district and state expectations. Goals are communi­cated to all students and their families, and are revised as needed.   |  | | --- | |  | | Learning goals are consistently estab­lished by the teacher, students, and families; are appropriate to stu­dents’ needs and the curriculum; and meet district and state expectations. Goals are communicated to all students and families, and are revised as needed.   |  | | --- | |  | |

Standard 5: Assessing Student Learning

Element 2: Collects and uses multiple sources of information to assess student learning

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| The teacher rarely uses consistent sources of informa­tion to assess student learning and/or uses as­sessment strate­gies that are rarely appropriate to stu­dents’ learning.   |  | | --- | |  | | The teacher occa­sionally uses one or two sources of in­formation to assess student learning and one or two assess­ment strategies to under­stand student pro­gress.   |  | | --- | |  | | The teacher fre­quently uses a vari­ety of sources to collect information about student learn­ing and several appropriate assess­ment strategies to understand student progress.   |  | | --- | |  | | The teacher consis­tently uses a variety of sources to collect information about student learn­ing and a wide range of ap­propriate assess­ment strate­gies to understand student progress.   |  | | --- | |  | |

Standard 5: Assessing Student Learning

Element 3: Involves and guides all students in assessing their own learning

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| The teacher rarely encourages stu­dents to reflect on or as­sess their own work.   |  | | --- | |  | | Student reflection is encouraged and occasionally guided by the teacher during some activities. Op­portu­nities are pro­vided for students to dis­cuss work with peers.   |  | | --- | |  | | Student reflection and self-assessment are frequently in­cluded in most learning activities. The teacher models assessment skills and strategies to help students under­stand their own work and discuss it with peers.   |  | | --- | |  | | Ongoing student reflection and self-assessment are consistently in­te­grated into the learning process. Students demon­strate assessment skills and strategies and discuss work with peers.   |  | | --- | |  | |

Standard 5: Assessing Student Learning

Element 4: Uses the results of assessments to guide instruction

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| Information about student learning is inappropriately or rarely used by the teacher to plan, guide, or adjust in­struction.   |  | | --- | |  | | Information from a limited range of as­sessments is occa­sionally used to plan learning activities and may support class needs and achievement. As­sessments are occa­sionally used to ad­just in­struction while teaching.   |  | | --- | |  | | Information from a variety of assess­ments is frequently used to plan and modify learning ac­tivities, as well as to meet class and indi­vidual stu­dent needs and achievement. Assessments are frequently used to adjust instruction while teaching.   |  | | --- | |  | | Information from a variety of ongoing assessments is con­sistently used to plan and modify learning activities, and to support class and individual stu­dent needs and achieve­ment. Assessments are consistently used to adjust in­struction while teaching in response to student needs.   |  | | --- | |  | |

Standard 5: Assessing Student Learning

Element 5: Communicates with students, families, and other audiences about student progress

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| The teacher rarely provides some in­formation about stu­dent learn­ing to students, fami­lies, and support person­nel, but the informa­tion is in­complete or unclear.   |  | | --- | |  | | The teacher occa­sionally provides information about students learning to students, families, and support person­nel to promote un­derstanding and academic progress.   |  | | --- | |  | | The teacher fre­quently exchanges information about student learning with students, families, and support person­nel in ways that im­prove under­standing and encourage aca­demic progress.   |  | | --- | |  | | Students consis­tently participate with the teacher to ex­change informa­tion about their learning with families and support person­nel in ways that improve under­standing and encourage academic progress.   |  | | --- | |  | |