

## Domain 5

Novi Community School District

### Domain 5: Student Growth and Achievement and Teacher Assessment Literacy

#### Assessment Data

1. Assessment Data
2. Assessment Literacy and Analysis

# Domain 5: Student Growth and Achievement and Teacher Assessment Literacy

## Assessment Data

### Assessment Data

The teacher administers required national, state, and district assessments and records results or data related to student growth and achievement.

#### Design Questions

- Whom do I teach and what do I teach them?
- What assessments apply to my teaching?
- What subjects or content areas do I teach?
- What common national, state, and local assessments apply?

#### Evidence:

#### Student Achievement Evidence:

- NWEA MAP results appropriate to grade level and content (entire content assessments or portions that apply)

- MEAP or future state assessment results appropriate to grade level (entire content assessments or portions that apply)
- MME/ACT results appropriate to grade level and content
- EXPLORE/ PLAN results appropriate to grade level and content
- Results from common district, blueprinted *interim/summative assessments* tied to aligned curriculum
- Results from common district, blueprinted *performance assessments* tied to aligned curriculum
- AP results tied to AP courses
- IB results tied to IB courses

## Resources:

Scale

## Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

## Assessment Literacy and Analysis

The teacher is involved in his or her own assessment analysis and understands summative, formative, and student-involved assessment practices.

### Design Questions

- How does the teacher reflect upon all available data to make informed decisions and judgments about student growth and achievement?

## Evidence:

### Teacher Evidence:

- Teacher recognizes the different uses of national, state, and local assessments, providing explanation and support.
- Teacher recognizes patterns in available data and provides record of corresponding analysis that led to instructional decisions or actions.
- Teacher provides evidence as to how he or she collaborated with colleagues to analyze data and improve instruction.
- Teacher provides qualitative and quantitative analysis; understand the difference between the two types of data.
- Teacher knows the differences between formative (FOR) and summative (OF) assessment and provides evidence as to how that understanding impacts student growth and achievement.
- Teacher provides evidence of student involved assessment and applies appropriate techniques in familiar and unfamiliar situations.
- Teacher effectively interprets, manages and communicates assessment results to all stakeholders.
- Teacher understands various methods, and matches methods to targets in order to blueprint or design assessments that yield accurate results and serve intended purposes.

Teacher effectively interprets student evidence when determining grades; communicates achievement and growth in the form of grades within the grade book and on report card; manages and communicates grades to all stakeholders.

**Resources:**

Scale

**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**Signatures**

**Observer Signature:**

**Date:**

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**Learner Signature:**

**Date:**

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