

(B-4) Student Academic Progress Goal Development Worksheet

Teacher: _____

Collaborator: _____

School: _____

Position: _____

Subject: _____

Date: _____

Performance Standard 7: Assessment of Learning & Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress. The teacher sets high standards for student work and assesses student achievement and monitors learning in the classroom, adjusting instruction accordingly.

Note: Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Assessment of Learning & Student Academic Progress -- would be positive. The ACPS Teacher Performance Appraisal includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.

Sample Performance Indicators

Examples may include, but are not limited to **The Teacher**:

- 7.1 Student Academic Progress Goal: One or two goals are described, have all five SMART elements, and align(s) with one or more student Lifelong-Learner Competencies.
- 7.2 Using Data to Inform Goal Setting: Goal(s) for student academic progress is / are based on some combination of patterns, trends, past practices, current research, or data.
- 7.3 Assessment Strategies: Implements assessment strategies that are appropriate to measure student outcomes related to the Student Academic Progress goal(s).
- 7.4 Measurement Tools: Uses measurement tools that are content-valid in order to measure student outcomes.
- 7.5 Document: Documents and communicates progress toward the Student Academic Progress goal(s) with appraiser. Includes documentation on the students' academic growth over time.
- 7.6 Study: Accurately studies student assessment data relative to Student Academic Progress goal(s) and identifies trends across data points.
- 7.7 Decision-making: Decisions to adjust, adopt, or abandon strategies and measurements cited in this Standard are made based on basic analysis of student academic progress.
- 7.8 Monitors Student Progress: Checks for understanding during a lesson; assesses student progress periodically throughout units of instruction.
- 7.9 Provides Corrective Feedback: Provides oral and written feedback to students; returns work to students in timely manner.
- 7.10 Alignment of Assessment: Aligns assessment with instructional goals.
- 7.11 Clarity of Assessment: Communicates assessment criteria and standards to students.

Rubric for Standard 7: *Assessment of Learning & Student Academic Progress (40%)

Unacceptable	Developing / Needs Improvement	Applies	Integrates	Innovates
The work of the teacher does not achieve acceptable student academic progress. The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher. The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress. The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners. The teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress. The teacher serves as a role model to others.	In addition to meeting the standard, the teacher proactively seeks and creates innovative assessment methods. The work of the teacher consistently results in a high level of student achievement with all populations. The teacher uses novel assessment practices based on research and best practices. Work done by a teacher at this level signifies school and / or division leadership.

(B-4) Student Academic Progress Goal Development Worksheet

Draft Student Academic Progress Goal as described above:
Briefly describe what data you used to inform your draft goal:
Briefly describe what assessment strategies you will use:
Briefly describe what measurement tools you will use:
Briefly describe how you will document and communicate progress toward the Student Academic Progress goal(s):
Briefly describe how you will study progress toward the Student Academic Progress goal(s):
Briefly describe how you will evaluate progress towards this goal at the mid-year:

Prior to filling out this form, please save it to your hard drive or personal storage device.

(B-4) Student Academic Progress Goal Development Worksheet

