

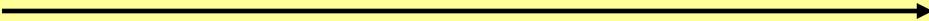
CCT Performance Profile 3-21-14
 Module Four: Assessment for Learning
SAMPLE ONE – Grade 4, Mathematics

Explore the Domain of the module with your mentor using the CCT Performance Profile. Read the italicized, bold print stem along with the indicators located on left side of the profile, then read the descriptors of performance for each indicator

1. Identify one indicator that you see as especially relevant to your classroom practice.
2. Place yourself on the continuum of the selected indicator based on your current classroom practice
3. Record specific examples/evidence about your current practice and its effect on your students' learning in the "Notes" section below your selector indicator

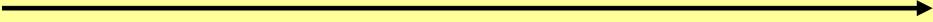
Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

NOTE: **BOLD** print indicates place on continuum at start of module. *Italicized* print indicates growth at the end of the module process.

CCT Indicators	Continuum of Effective Teaching 			
<p>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.</p> <p><i>See additional notes at the end of the document.</i></p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • <i>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.</i> • <i>Assessments provide different ways for students to demonstrate their learning.</i> 	<ul style="list-style-type: none"> • 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: Currently I use district created summative assessments for each unit in math. At times, I also create an alternate assessment similar to the end of unit assessments, which I use to both evaluate student performance and/or verify what skills I need to re-teach. Flexible groups occur after the summative assessment is given. The re-teaching is done through similar models and instruction. In addition, I rely heavily upon these unit assessments and do not offer different ways for students to show mastery of the skills and content. As part of this module, I would like to integrate more assessments that capitalize on different learning needs and styles to give a more accurate and comprehensive picture of student learning.

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<p>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.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Conversation Notes: Assessments that I give at the end of units of study, do not appropriately and continuously measure the knowledge, skills, and concepts of my students. Furthermore, there are times in which the unit assessments do not accurately align with the concepts taught during the unit. Currently, I only provide written data on students which is mandated by the district. I do not consistently use multiple measures to get a well-rounded picture of mathematical knowledge and skills of individual students of the whole class. Moreover, I do not consistently account for the specific struggles of particular students when analyzing the results.</p>				
<p>3. Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress.</p>	<ul style="list-style-type: none"> Meets with colleagues to review assessment data but does not use information to inform instruction. 	<ul style="list-style-type: none"> Meets with colleagues to review and interpret assessment data and uses data to plan instruction. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Conversation Notes: I meet with my grade level team on a regular basis. We discuss results from grade-level unit assessments and chart progress based on CMT strands.</p>				

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<p>4. Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.</p>	<ul style="list-style-type: none"> Assessment criteria are not clear and/or are communicated after the assessment. Feedback is generally provided as numerical or letter grades. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Conversation Notes: I thought I communicated assessment criteria to my students, but after discussing this indicator with my mentor, I realize that I focus on numerical grades to determine mastery. I try to write positive comments, but I'm beginning to think my comments may be too general if I want students to understand what their strengths and weaknesses are.</p>				
<p>5. Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.</p>	<ul style="list-style-type: none"> Communicates results to students and families, mainly through grades, report cards and mandated parent/teacher conferences or when issues reach critical stage. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Conversation Notes: I gave overall expectations to parents at Open House at the beginning of the school year. Most parents attended parent conferences and I have had several email conversations with parents to alert them of behavioral concerns.</p>				

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<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Conversation Notes: At a recent student assistance team meeting, we decided that I should collect data regarding two students in my class. I will need to find out more about how to do this in a meaningful way and how to use this data to provide interventions that will help the students make progress.</p>				