

**COMPETENCY 2: Assessment****(EDUCATOR ACCOMPLISHED PRACTICE 2: *Assessment*)**

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Provides appropriate assessments for all students</i>	<ul style="list-style-type: none"> ◆ Develops District, school-wide or department/grade level assessments or assessment plans ◆ Designs and consistently uses rubrics ◆ Designs assessments which include an appropriate balance of higher and lower order questions 	<ul style="list-style-type: none"> ◆ Provides evidence of modified instruction based on assessment results of student readiness ◆ Frequently uses rubrics ◆ Utilizes a diversity of assessments ◆ Assessments include appropriate balance of higher and lower order questions ◆ Implements a plan for re-teaching 	<ul style="list-style-type: none"> ◆ Assesses student readiness to learn at the start of the school year ◆ Consistently plans lessons and assessments to meet needs of all students ◆ Assessments include evaluation of standards as aligned to the academic plan 	<ul style="list-style-type: none"> ◆ Inconsistently plans lessons and assessments to meet needs of all students, including for exceptional students and students of diverse backgrounds and cultures 	<ul style="list-style-type: none"> ◆ Makes no special plans for initial assessment ◆ Handles learning problems as they arise, but does not assess special needs in advance ◆ Assessments are infrequently or poorly linked the Florida Sunshine State Standards, and the district Curriculum
<i>Engages students in the assessment process</i>	<ul style="list-style-type: none"> ◆ Assist students in the collection and monitoring of individual achievement data on multiple indicators 	<ul style="list-style-type: none"> ◆ Assist students in the collection and monitoring of individual achievement data ◆ Confers with students to establish an individual goal for each student, jointly plans the path to its achievement, and frequently provides detailed individual feedback to students ◆ Balances formative and summative assessments that measure and support student progress 	<ul style="list-style-type: none"> ◆ Regularly provides individual feedback to students ◆ Balances formative and summative assessments 	<ul style="list-style-type: none"> ◆ Provides minimal or infrequent feedback to students 	<ul style="list-style-type: none"> ◆ Fails to provide feedback to students ◆ Fails to provide regular assessments
<i>Frequently monitors student progress</i>	<ul style="list-style-type: none"> ◆ Tracks student progress, analyzes data, and uses results of data analysis to redesign curriculum or instruction 	<ul style="list-style-type: none"> ◆ Tracks student progress continuously, analyzes student progress data and plans instruction 	<ul style="list-style-type: none"> ◆ Tracks student progress 	<ul style="list-style-type: none"> ◆ Infrequently tracks student progress 	<ul style="list-style-type: none"> ◆ Fails to track student progress
<i>Uses a variety of assessment strategies</i>	<ul style="list-style-type: none"> ◆ Consistently encourages self-assessment by assisting students in maintaining developmental portfolios and regularly reviewing portfolio contents with each student ◆ Thoughtfully combines traditional and alternative assessments and provides for and encourages student choice when appropriate ◆ Works with colleagues to provide students common course exams 	<ul style="list-style-type: none"> ◆ Uses standardized and informal assessments for planning, and reviews data with students ◆ Combines traditional and alternative assessments for each unit of study 	<ul style="list-style-type: none"> ◆ Frequently provides constructive feedback to students ◆ Uses standardized and informal assessments for planning 	<ul style="list-style-type: none"> ◆ Limited use of a variety of assessment strategies ◆ Provides limited or infrequent feedback to students 	<ul style="list-style-type: none"> ◆ Fails to use a variety of assessment strategies