

# Albemarle County Schools Teacher Performance Appraisal (TPA) Rubrics

The Teacher Performance Appraisal includes performance rubrics designed to guide self-assessment and reflection based on professional practice. The Teacher Performance Appraisal is based on seven standards of teaching: knowledge of students (10%); knowledge of content & planning (10%); instructional delivery (10%); safe, effective learning environment (10%); communication & collaboration (10%); professionalism (10%); and assessment of learning & student academic progress (40%). Each of the standards is comprised of indicators that outline foundations and expectations for high-quality teaching and learning. These standards reflect current Virginia Department of Education Standards and Evaluation Criteria for Teachers. Each of the standards is accompanied with indicators in order to communicate clear expectations for professional practice within the standard.

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each teaching standard. This helps teachers and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. However, some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Teachers of students with disabilities, for example, are required to participate in Individual Educational Program (IEP) meetings and maintain appropriate documentation regarding student performance. This might be added as a performance indicator under Performance Standard 7 (Assessment of Learning & Student Academic Progress). Similarly, science teachers might add a performance indicator regarding laboratory safety under Performance Standard 4 (Safe, Effective Learning Environment).

Evaluators and teachers should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are NOT made at the performance indicator level, but at the performance standard level. Additionally, it is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators.*** Sample performance indicators for each of the performance standards follow.

## Definitions of Ratings

The following rating scale rubric provides a description of five levels of how well the standards (i.e., duties) are performed on a continuum from "Innovates to "Unacceptable." The use of the scale enables evaluators to acknowledge effective performance and provides two levels of feedback for teachers not meeting expectations (i.e., "Developing / Needs Improvement" and "Unacceptable"). The definitions in the following figure offer general descriptions of the ratings. ***PLEASE NOTE: Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators.***

### 2013 TPA UPDATE

*Discard previous versions*

Category	Description	Definition
<b>Unacceptable</b>	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Poor-quality performance: <ul style="list-style-type: none"> <li>• does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• may result in the employee not being recommended for continued employment</li> </ul>
<b>Developing / Needs Improvement</b>	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Ineffective performance: <ul style="list-style-type: none"> <li>• requires support in meeting the standards</li> <li>• results in less than quality work performance</li> <li>• leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator</li> </ul>
<b>Applies</b>	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: <ul style="list-style-type: none"> <li>• meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• demonstrates willingness to learn and apply new skills</li> <li>• exhibits behaviors that have a positive impact on learners and the school climate</li> </ul>
<b>Integrates</b>	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: <ul style="list-style-type: none"> <li>• consistently exhibits behaviors that have a strong positive impact on learners and the school climate</li> <li>• serves as a role model to others</li> <li>• sustains high performance over a period of time</li> </ul>
<b>Innovates</b>	<p>The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.</p> <p>Work done by a teacher at this level brings division, state, or national recognition to the school.</p>	Innovative performance: <ul style="list-style-type: none"> <li>• sustains high performance over the evaluation cycle</li> <li>• empowers colleagues and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate</li> <li>• serves as a role model, mentor, and leader for others</li> <li>• serves as a school leader for specific innovative projects</li> </ul>

## **Standards and Indicators Summary with Associated Rubrics**

Outlined here are the individual performance standards for teachers. Teachers and their evaluators have two tools to guide their judgments in self-assessment for goal setting and growth and for evaluation of the teacher's performance: 1) the sample performance indicators, and 2) the performance rubric.

### **How a Performance Rubric Works**

Evaluators have two tools to guide their judgments for rating teachers' performance for the summative evaluation: 1) the sample performance indicators, and 2) the performance rubric.

### **Sample Performance Indicators**

Performance indicators are used in the evaluation system to identify, in observable behaviors, performance of the major job standards. They are outlined here. Italicized indicators are derived from the ACPS *Seven Teaching and Learning Pathways to the Lifelong-Learning Competencies* developed through the *Design 2015* Professional Development Program.

### **Performance Rubric**

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied to the summative evaluation of all teachers. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their leadership practices. *Please note: The rating of "Applies" is the expected level of performance.*

## Performance Rubrics for Performance Standards

Teachers are evaluated on the performance standards using the following performance appraisal rubrics:

<b>Performance Standard 1: Knowledge of Students</b>
<i>The teacher provides learning opportunities that support students' learning styles and intellectual, social, and personal development.</i>
<p><b>Sample Performance Indicators</b>  <i>Examples may include, but are not limited to <b>The Teacher</b>:</i></p> <p><b>1.1</b> Learning Styles: Demonstrates knowledge of multiple learning styles and provides a variety of assignments and tasks.</p> <p><b>1.2</b> Cognitive Development: Displays knowledge of typical developmental characteristics of age group; makes connections to students' prior experiences and interests.</p> <p><b>1.3</b> Culture: Acknowledges and respects classroom diversity; connects learning to a variety of cultures; fosters an inclusive learning environment.</p> <p><b>1.4</b> Learning Dialogue: States purpose for learning; connects content to student; emphasizes concepts; is aware of and answers questions related to educational and career opportunities for students for academic and personal goal setting.</p> <p><b>1.5</b> Social Needs: Structures social time that encourages student responsibility for self.</p> <p><b>1.6</b> Individualized Plans: Seeks and applies initial information regarding all individualized learning plans (Personalized Learning Plans (PLP), 504, Individualized Educational Plan (IEP), etc.) from student records, School-based Intervention Team (SBIT) chair, 504 coordinator, and special education regarding formal, individualized learning plans and consults with appropriate staff as needed.</p> <p><b>1.7</b> <i>Universal Design for Learning (UDL) / Personalization of Learning: Uses alternative representations of information, multiple tools, and a variety of instructional strategies to provide access for all learners to acquire lifelong learning competencies and knowledge and skills specified in curricular standards; creates a classroom culture that fully embraces differentiation of instruction, student work, and assessment based upon individual learners' needs; applies contemporary learning science to create accessibility entry points for all students in the learning environment; supports students to learn how to make technology choices to overcome disabilities and inabilities.</i></p> <p><b>1.8</b> Learning Experiences are Based on Student Readiness, Interest, or Learning Profile: Uses a learning profile inventory; assesses student readiness; identifies and incorporate student interests.</p>

<b>Rubric for Standard 1: Knowledge of Students (10%)</b>				
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Unacceptable	Developing / Needs Improvement	Applies	Integrates	Innovates
The teacher's instruction inadequately addresses students' learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher demonstrates an understanding of the developmental needs of students by providing relevant learning experiences that support students' learning style and intellectual, social, and personal development.	In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of students' developmental needs and continually enriches and differentiates learning experiences. The teacher serves as a role model to others.	The teacher actively employs innovative and effective instructional strategies that enrich and differentiate learning experiences and result in teaching and learning that reflect excellence. Work done by a teacher at this level is collaborative and signifies school and / or division leadership.

**Performance Standard 2: Knowledge of Content & Planning**

*The teacher effectively articulates the central concepts and understandings of the discipline(s) and communicates content knowledge and processes used by adults working in the discipline(s) as part of teaching to planned objectives on a daily basis.*

**Sample Performance Indicators**

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

- 2.1 Standards: Knows national, state, and local standards and constructs lessons accordingly.
- 2.2 Concepts: Identifies and articulates central concepts of discipline(s) to students.
- 2.3 Understandings: Identifies and articulates enduring and essential understandings within concepts.
- 2.4 Enthusiasm: Conveys high degree of enthusiasm, reflected in students' active participation, curiosity, and attention to detail.
- 2.5 Habits of Mind: Articulates core skills and thinking of an adult working in the content area.
- 2.6 Authentic Opportunities for Practice: Provides opportunities to apply knowledge and skills within the context of authentic problem solving.
- 2.7 Objectives and Mapping: Implements state, division, and school objectives; outlines general content; uses curriculum maps and pacing guides that identify concepts and understandings.
- 2.8 Curriculum: Uses the division curriculum and Virginia SOL to design instruction around concepts and enduring understandings.
- 2.9 Lesson Plans: Constructs daily lesson plans based on curriculum maps and pacing guides, specifying objectives to be covered; clearly articulates objectives to students.
- 2.10 Lesson and Unit Structure: Designs lessons or units that have recognizable structure; most time allocations are reasonable.
- 2.11 Plans and Carries Out Varied Approaches to Content, Process, and Product: Understands differentiation of content; process strategies vary based on teacher perception; class works as a whole on most materials; attempts to vary product assignments.
- 2.12 Teaching and Student Resources: Is aware of and makes use of resources available through the school or division. Adheres to school and Division budget standards and procedures. Plans for the work of paraprofessionals and volunteers as appropriate.
- 2.13 *Maker Curriculum: Understands and values student construction of knowledge and skills through the processes of imagining, creating, designing, building, engineering, evaluating and communicating learning represented within multiple intelligences theory (Howard Gardner.)*
- 2.14 *Project/Problem-Based Learning: Affords learning opportunities for students to construct knowledge and understanding through responses to authentic problems; to create projects that demonstrate higher order thinking and knowledge acquisition, and to pursue personal interests by supporting choices in project media as well as differentiated pathways to both learn and demonstrate lifelong learning competencies.*

**Rubric for Standard 2: Knowledge of Content & Planning (10%)**

Unacceptable	Developing / Needs Improvement	Applies	Integrates	Innovates
The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum. The teacher serves as a role model to others.	The teacher actively seeks and plans innovative and effective curriculum strategies that enrich and differentiate learning experiences and result in teaching and learning that reflect excellence. Work done by a teacher at this level is collaborative and signifies school and / or division leadership.

**Performance Standard 3: Instructional Delivery**

*The teacher develops and implements yearlong plans for instruction that reflect division curriculum and essential understandings;*

- *uses appropriate instructional strategies to promote student learning;*
- *differentiates instruction in response to student differences, eliminating gaps in achievement;*
- *uses comprehensive materials, technology, and resources to promote the development of critical thinking, problem solving, and performance skills;*

**Sample Performance Indicators**

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

- 3.1** Presentation: Includes a variety of instructional strategies in the presentation of content.
- 3.2** Lesson Adjustment: Adjusts lessons based on student interaction with the content material.
- 3.3** Learning Activities: Conducts learning activities that are relevant to instructional goals and individual needs of students. Most activities are connected to concepts and reflect academic standards; actively engages students in the learning process in many cases.
- 3.4** Independent Practice: Assigns independent practice activities that are related to objectives; practice activities result in students' progress toward standards.
- 3.5** Instructional Groups: Use of instructional groups is suitable to the instructional goals, providing variety.
- 3.6** Professional Research: Uses research-based instructional strategies.
- 3.7** Use of Materials and Resources: Uses a variety of instructional materials; materials and resources selected support instructional goals; selected materials are engaging and support critical thinking and problem solving.
- 3.8** Technology: Uses technology to support student-centered teaching and learning including critical thinking, problem solving, and performance.
- 3.9** Rigor: Applies rigorous standards with expectation for student success.
- 3.10** Opportunity: Gives students opportunities to demonstrate their ability to produce high-quality work involving issues, problems, and essential questions related to unit of study.

**Rubric for Standard 3: Instructional Delivery (10%)**

Unacceptable	Developing / Needs Improvement	Applies	Integrates	Innovates
The teacher's instruction inadequately addresses students' learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills. The teacher serves as a role model to others.	The teacher actively seeks and plans innovative and effective ways to optimize students' opportunity to learn, reflecting excellence. Work done by a teacher at this level is collaborative and signifies school and / or division leadership.

**Performance Standard 4: Safe, Effective Learning Environment**

*The teacher creates an atmosphere of mutual respect and caring to foster a positive learning climate that encourages social interaction, active engagement, and self-motivation; sets standards for classroom behavior and follows through consistently; Integrates classroom procedures to maximize academic learning time; and, establishes and maintains a safe environment for students at all times.*

**Sample Performance Indicators**

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

- 4.1 Encourages Student Involvement / Participation: Provides opportunities for students to work together and discuss instructional topics.
- 4.2 Evidence of trust, dignity, and respect for all: Uses positive tone and manner with students and colleagues; student interactions are polite and respectful.
- 4.3 Recognizes and praises achievements of students: Recognizes and praises student achievement in the classroom.
- 4.4 Classroom Community: Acknowledges student comments concerning the classroom; establishes classroom policies and procedures.
- 4.5 Expectations: Establishes expectations for student behavior for most situations and communicates to students and parents; most students seem to understand expectations, adhering to the ACPS Student Rights and Responsibilities Handbook.
- 4.6 Monitoring and Responding: Is aware of student behavior and is able to monitor and work privately with the student to adjust behavior as needed.
- 4.7 Management of Instructional Groups: Organizes tasks for group work.
- 4.8 Transitions: Follows expected start and stop times according to school schedule; allows for transition time between activities; classroom procedures are defined.
- 4.9 Non-instructional Duties: Implements systems for performing non-instructional duties that are efficient, resulting in little loss of instructional time.
- 4.10 Materials and Supplies: Establishes routines for handling materials and supplies.
- 4.11 Safety Routines: Establishes safety routines that are known by students and practiced efficiently (e.g., fire, use of chemicals in science); safety equipment is available.
- 4.12 Classroom Organization: Maintains a classroom that is safe, organized, and conducive to learning.
- 4.13 *Interactive Technologies: Creates an open environment in which students make individual choices as they use technologies to develop classroom work and assignments; provides opportunities for students to actively make tech-based products as part of their study of curriculum and regularly, during instructional time as well as to interact with external experts and students in other communities; build learner competencies in the use of contemporary technologies for information access and communication.*
- 4.14 *Choice and Comfort: Provides learners with a variety of learning space choices based on task-based and physical comfort-based needs while supporting learners to alter and use spaces to initiate and accomplish collaborative and individual work as they use multiple communication tools and contemporary technologies; student learning products demonstrate student choices in curriculum, task, technologies, and media.*
- 4.15 *Instructional Tolerance: Supports a learning environment where active, engaged learners routinely choose from a variety of learning spaces, collaborative and individual activities, and technology tools, including their own personal devices; values students having opportunities to learn best practices essential to entering contemporary learning and work environments and enables students to sustain an open mindset and skill set in the use of evolving technology tools.*

**Rubric for Standard 4: Safe, Effective Learning Environment (10%)**

Unacceptable	Developing / Needs Improvement	Applies	Integrates	Innovates
The teacher inadequately	The teacher is inconsistent in	The teacher uses resources,	In addition to meeting the	The teacher actively seeks and

<p>addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</p>	<p>using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</p>	<p>routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p>	<p>standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior. The teacher serves as a role model to others.</p>	<p>plans innovative and effective ways to create a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior. Work done by a teacher at this level is collaborative and signifies school and / or division leadership.</p>
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**Performance Standard 5: Communication & Collaboration**

*The teacher fosters the success of all students by communicating and collaborating effectively with colleagues, parents, and community members.*

**Sample Performance Indicators**

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

- 5.1** Written Communication: Uses written communication that is appropriate and grammatically correct; written communication is clear and consistent; participates in school scheduled communication requirements such as parent conferences, report cards, and newsletters; addresses problems/conflicts in a professional manner; maintains accurate records and communicates progress to student and parent; responds to administration requests for information in a timely manner.
- 5.2** Oral Communication: Uses oral communication that is appropriate and grammatically correct; responds to administration requests for information in a timely manner.
- 5.3** Timeliness: Responds to requests for information in a timely manner; updates records regularly meeting established deadlines.
- 5.4** Technology: Uses a variety of appropriate technologies to communicate.
- 5.5** Collaboration: Establishes a positive working relationship; interacts to gather resources; seeks out feedback.
- 5.6** *Connectivity: Develops and uses activities that engage students in learning networks, including asynchronous and synchronous communication with external experts, access to digital content including primary sources, and interaction with other learners both locally and globally who represent a variety of demographically diverse communities; promotes and values collaborative projects and knowledge development representative of principles of digital literacy and effective, appropriate digital citizenship.*

**Rubric for Standard 5: Communication & Collaboration (10%)**

Unacceptable	Developing / Needs Improvement	Applies	Integrates	Innovates
The teacher demonstrates inadequate or detrimental communication or collaboration with students, parents, colleagues, or supervisors.	The teacher inconsistently communicates or infrequently collaborates on issues of importance to students, parents, or colleagues, or supervisors.	The teacher uses productive methods to communicate and engage effectively with students, parents, colleagues and supervisors.	In addition to meeting expectations, the teacher proactively seeks new and productive methods to communicate and engage effectively with students, parents, colleagues, and supervisors. The teacher serves as a role model to others.	The teacher proactively seeks and creates innovative and productive methods to communicate and engage effectively with students, parents, colleagues, and supervisors. Work done by a teacher at this level signifies school and / or division leadership.

**\*Performance Standard 6: Professionalism**

*The teacher models professionalism and ethical standards as well as personal integrity in all interactions, participates in meaningful and continuous professional growth including self-evaluation, and contributes to the school community.*

**Sample Performance Indicators**

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

- 6.1 Professionalism: Maintains a professional demeanor and appearance; represents school program favorably.
- 6.2 Ethical Standards: Relates to colleagues, parents, and others in an ethical and professional manner; addresses concerns and problems; deals with confidential information in a professional manner.
- 6.3 Professional Responsibility: Accepts responsibility for the success of all students.
- 6.4 Professional Standards: Identifies and articulates appropriate professional standards.
- 6.5 Identifies Need for Continued Development: Engages in some professional development directly related to student learning; recognizes the purpose/need for professional growth in meeting the needs of all learners.
- 6.6 Engages in Self-Evaluation: Reflects on teaching practice and is open to new ideas based on student learning.
- 6.7 Participates in the Community of Learners: Maintains collaborative relationships with colleagues; participates in team-oriented tasks where cooperation is necessary for task completion and engages in interactions with other professionals, which result in learning; works cooperatively with colleagues to identify/support target area(s) for school or division improvement.
- 6.8 Participates in the Work of a Professional Learning Community (PLC): Knows key points of the Professional Learning Community model and meets with colleagues on a regular basis to discuss and modify instructional practice to eliminate all gaps in student opportunity and achievement.
- 6.9 Researches Best Practice: Displays basic pedagogical understanding of issues involved in student learning; may observe other classes; seeks some feedback from others.
- 6.10 *Connectivity: Actively participates in online community professional learning opportunities: collects, reads, assesses, and shares contemporary learning and brain research: engages in appropriate contemporary online communication inside and outside the division.*
- 6.11 School Goals: Has knowledge of the school improvement plan and goals.
- 6.12 School Activities: Participates in some activities (e.g., PTO, Parent Nights, Extended Activities).
- 6.13 School Committees: Serves as requested.

**Rubric for Standard 6: \*Professionalism (10%)**

Unacceptable	Developing / Needs Improvement	Applies	Integrates	Innovates
The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school. The teacher serves as a role model to others.	The teacher proactively engages in high level personal/professional growth and application of new and innovative skills; contributes to the development of others and the well-being of the school. Work done by a teacher at this level signifies school and / or division leadership.

\*External professional standards exist for all educators based on job assignments and school roles. These standards include but are not limited to [Interstate School Leadership Licensure Consortium](#), [International Society for Technology Education Standards for Administrators](#), etc. Please refer to **External Professional Standards** for additional information.

**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	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	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	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	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.

not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.	limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	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.	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.
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*\*Student Academic Progress is aligned to the [ACPS improvement planning process](#), which provides a framework to ensure continuous improvement in each school and alignment with the vision, mission, goals, and values of the overall school division. Teachers are responsible for setting professional growth goals that are tied directly to school improvement and improved student academic progress and/or to the school's strategic plans that are developed and updated regularly. The number of goals set should not be so numerous that there are too many goals to reach; therefore, diminishing the resources and focus brought to reaching each goal. The evaluator and the teacher meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for each teacher and his or her particular teaching assignment and role in the school.*