

Sample Evidence – District A

1. District Overview of Evaluation Measures (Optional)

2. Professional Practice Indicators

- a. Professional Learning Plan (Not required as part of evaluation, but needed for Career Ladder)**
- b. Notes from documented observations
(Required – Minimum of two documented observations)**
- c. Evaluation forms with 22 components scored**
- d. District selected indicator of professional practice – Results of *Parent Survey*
(Required - parental input, student input, or portfolio)**

3. Student Achievement Indicators

- a. Evidence of relevant student achievement measures used in summative evaluation
(Required)**



~~W. Johnson Elementary School~~

~~Fifth Teacher #2~~

Evaluation Check List 2015 - 2016

#2 →

Name	PLP	Obs # 1	Obs #2	Eval #1	Eval #2	Parent Input	IRI	SBAC - ELA / M / STAR	EOC - ELA / M
Adams, Elise	08.13.15	10.27.15	01.27.16	11.09.15	03.01.16	11.4-5.15 / 100%	I.E.P. Goals	I.E.P. Goals	I.E.P. Goals
Adams, Elise	08.12.15	10.27.15	01.27.16	11.09.15	03.01.16	11.4-5.15 / 98%	(10) - (15)	STAR - 100%	ELA - 100% M - 100%
Adams, Elise	08.12.15	10.10.15	01.27.16	11.16.15	03.01.16	11.4-5.15 / 99%	(9) - (12)	STAR - 89%	ELA - 87% M - 95%
Adams, Elise	08.11.15	10.27.15	01.26.16	11.16.15	03.01.16	11.4-5.15 / 86%	(10) - (15)	ELA - 48% M - 53% STAR - 100%	ELA - 100% M - 85%
Adams, Elise	08.11.15	10.10.15	01.27.16	11.16.15	03.01.16	11.4-5.15 / 100%	(13) - (20)	ELA - 48% M - 53% STAR - 95%	ELA - 100% M - 95%
Adams, Elise	08.11.15	10.10.15	01.26.16	11.09.15	03.01.16	11.4-5.15 / 78%	(10) - (11)	N/A	ELA - 100% M - 100%
Adams, Elise	08.11.15	10.10.15	01.26.16	11.09.15	03.01.16	11.4-5.15 / 78%	(10) - (10)	N/A	ELA - 100% M - 100%
Adams, Elise	08.11.15	10.10.15	01.27.16	11.09.15	03.01.16	11.4-5.15 / 100%	(13) - (15)	N/A	ELA - 91% M - 88%
Adams, Elise	08.12.05	10.10.15	01.27.16	11.09.15	03.01.16	11.4-5.15 / 100%	(13) - (13)	N/A	ELA - 88% M - 89%
Adams, Elise	08.12.15	10.10.15	01.26.16	11.10.15	03.01.16	11.4-5.15 / 94%	(10) - (11)	ELA - 48% M - 53% STAR - 90%	ELA - 100% M - 92%
Adams, Elise	08.11.15	10.10.15	01.27.16	11.10.15	03.01.16	11.4-5.15 / 90%	(11) - (10)	STAR - 85%	ELA - 86% M - 83%
Adams, Elise	08.12.15	10.27.15	01.26.16	11.10.15	03.01.16	11.4-5.15 / 74%	*N/A	ELA - 35% M - 37% STAR - 87%	ELA - 85% M - 87%
Adams, Elise	08.12.15	10.10.15	01.27.16	11.10.15	03.01.16	11.4-5.15 / 75%	(11) - (13)	STAR - 94%	ELA - 93% M - 100%
Adams, Elise	08.12.15	10.10.15	01.26.16	11.16.15	03.01.16	11.4-5.15 / 100%	*N/A	ELA - 35% M - 37% STAR 100%	ELA - 100% M - 94%
Adams, Elise	08.12.15	10.27.15	01.27.16	11.10.15	03.01.16	11.4-5.15 / 100%	(6) - (7)	STAR - 90%	ELA - 87% M - 97%
Adams, Elise	08.19.15	10.10.15	01.26.16	11.10.15	03.01.16	11.4-5.15 / 83%	*N/A	ELA - 35% M - 37% STAR - 92%	ELA - 88% M - 94%

PLP Professional Learning Plan
 Obs # 1 Formal observation #1
 Obs # 2 Formal Observation #2
 Eval #1 Evaluation prior to December 1
 Eval #2 Evaluation #2 prior to March 1
 Parental Input Parental Input summary from P-T-C

Updated: May 2016

StudAchv Student Achievement Results
 (IRI Spring to Spring results of students who scored Proficient)
 (3rd and 4th grades SBAC % Proficient in ELA and Math)
 (EOC end of course assessment in ELA and Math % of increase)
 (4th grade students do not take the IRI)
 (% of students who reached their STAR goals)

5th
Teacher #2

[Redacted]
[Redacted] School District # 59

Professional Learning Plan for Teacher – 2015*2016

o Please indicate with 'x' if teacher is on a *plan of improvement*

Name:	[Redacted]	Position/Title:	Teacher	<input type="radio"/> New
Date Developed:	August 12, 2015	District:	[Redacted]	<input type="radio"/> New
Date Revised:	12.16.15	School(s):	[Redacted]	<input type="radio"/> New
Educator Signature:	[Redacted]	Grade Level(s):	1 st Grade	<input type="radio"/> New
Evaluator Signature:	[Redacted]	Subject(s):	All	<input type="radio"/> New

Professional Learning Goals

State your *Professional Learning Goals* below. Your goals should be specific, measurable and aligned with specific competencies within the evaluation rubrics (see appendix A). Rank your goals in order of priority, recognizing that each goal is important. On the following pages, complete the Professional Learning Plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	Status Achieved In Process/Not Achieved
Goal # 1 Domain 1, Planning and Preparation 1C, Designing Coherent Instruction: all of the elements of the instructional design support the state instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.	Goal: I will create weekly lesson plans that clearly connect instruction with the corresponding Common Core Standards.	In Process <i>Goal job!</i>
Goal # 2 Domain 2, The Classroom Environment, 2C, Managing Classroom Procedures: Classroom routines and procedures are seamless in their operation and students assume considerable responsibility for their smooth functioning.	Goal: I will maintain a daily schedule, posted on the board, of lessons and activities.	In Process
Goal # 3 Domain 3, Instruction, Component 3D, Using Assessment in Instruction: Feedback is consistently high quality. Provision is made for students to use feedback in their learning.	Goal: I will use check-in systems during lessons to gauge student's understanding (ex. Thumbs up/down, Partner Share, "1-2-3- Show Me")	In Process <i>Continue to work on</i>

Goal #1

Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark	Evidence of Achievement: How do you know that your goal has been met?
Action Step #1 Coordinate curriculum schedules during team meetings to insure all students are learning the same standards.	Dates: 8/12/15 Date: 8/12/15 Date: 8/12/15 Be prepared during team meetings with lesson information for the coming week's instruction. <i>Aug 12 / 12.16/15</i>	I will be able to discuss the curriculum, lessons and - corresponding standards at each team meeting.
Action Step #2 Create lesson plans that connect standards with instruction and lessons.	Dates: 8/12/15 Date: 8/12/15 Date: 8/12/15 Lesson plans will be created each week with lesson information, activities to reinforce learning and connected standards. <i>Aug 12 / 12.16/15</i>	I will email completed lesson plans each week to my building administrator. - good prep it up

Goal #2

Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark	Evidence of Achievement: How do you know that your goal has been met?
Action Step #1 Create a daily schedule for classroom activities.	Dates: 8/12/15 Date: 8/12/15 Date: 8/12/15 Update the schedule daily to provide students with current and accurate times and activities. <i>Aug 12 / 12/16/15</i>	Students will be able to assume responsibility for their schedule and predict activity and lesson times. ?
Action Step #2 Teach students how to use the daily schedule by comparing the schedule clock with the classroom clock.	Dates: 8/12/15 Date: 8/12/15 Date: 8/12/15 When prompted, students will be able to know what time the next activity or break will begin. <i>Aug 12 / 12/16/15</i>	The goal will have been met when eight out of ten children assessed are able to use the schedule to predict when an activity or lesson will occur.

Goal #3

Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark	Evidence of Achievement: How do you know that your goal has been met?
Action Step #1 Teacher will pair students up to discuss pertinent questions. Following discussion, teacher will ask one partner to share what was discussed in the partnership.	Dates: 8/12/15 Date: 8/12/15 Date: 8/12/15 When prompted to pair with a partner, students will understand the procedure to "Pair and Share". <i>Aug 12 / 12/16/15</i>	Students will Pair and Share effectively; on task behavior and constructive discussion will show that the goal has been met.
Action Step #2 Teacher will provide supplies to students (whiteboards and markers). Students perform a task on the whiteboard and follow directions to "1-2-3, Show Me" to show teacher their work on the whiteboard.	Dates: 8/12/15 Date: 8/12/15 Date: 8/12/15 Students will understand the procedure to perform a task and wait to be prompted to show their work to the teacher. <i>Aug 12 / 12/16/15</i>	Students will be on task during the performance task. Students will keep their whiteboard down until prompted to show the teacher.



#1

Classroom Observation



Teacher: [redacted] Subject: Math Period: AM Date/Time: 01.27.16

Step 1: Student Orientation to the Work

- | | | | |
|--|----------------|--------------------------|-------------|
| 1. First Glance at Students - <u>On Task</u> | Mostly on Task | Few on Task | Off Task |
| 2. Teachers Location - Teachers Desk | Students Desk | <u>In front of class</u> | Circulating |

Step 2: Curricular Decision Points

1. Stated or observed Objective: students sitting on floor
2 students working w/ FGM at
riding table I had given class
2. Aligned with District or State Curriculum: M Identify Area: what change?

- Content – the skill, knowledge, process, concept to be learned by the student.
- Context – The conditions under which students will demonstrate the learning.
 - Givens – (oral/written) real
 - Nature of the Student 1st
 - Special Vocabulary -
- Cognitive Type – Knowledge, comprehension, application, analysis, synthesis, evaluation.

Step 3: Instructional Decision Points

1. Type of Instruction: Direct Instruction Group Work Indirect Instruction Guided Practice
 Experimental Learning Independent Study Interactive Instruction
2. Questioning Strategy Used Knowledge Comprehension Application Analysis
 Synthesis Evaluation
3. Technology Used N/A Projector Overhead Computer Lab
 Computers

- Generic Instructional Practices:
- School District Focus:
- Subject-Specific Instructional Practices:

Step 4: Walk-the-Walls: Curricular and Instructional Decisions

first class count &
recognize numbers
- what number is next?

Step 5: Safety and Health Issues

better

Teacher #2

Classroom Observation

Teacher: [redacted] Subject: Reading Period: AM Date/Time: 01.27.16

Step 1: Student Orientation to the Work

- | | | | | |
|--------------------------------------|----------------|-------------------|--------------------|----------|
| 1. First Glance at Students | <u>On Task</u> | Mostly on Task | Few on Task | Off Task |
| 2. Teachers Location - Teachers Desk | Students Desk | In front of class | <u>Circulating</u> | |

Step 2: Curricular Decision Points

1. Stated or observed Objective: Students writing on work sheets w/ new words - change title
2. Aligned with District or State Curriculum: R Identify Area: _____
 - Content -- the skill, knowledge, process, concept to be learned by the student.
 - Context -- The conditions under which students will demonstrate the learning.
 - Givens -- (oral/written) written then oral
 - Nature of the Student 1st grade
 - Special Vocabulary -
 - Cognitive Type -- Knowledge, comprehension, application, analysis, synthesis, evaluation.

Step 3: Instructional Decision Points

1. Type of Instruction:

Direct Instruction	Group Work	Indirect Instruction	<u>Guided Practice</u>
Experimental Learning	Independent Study	Interactive Instruction	
2. Questioning Strategy Used

<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	Analysis
Synthesis	Evaluation		
3. Technology Used

Computers	Projector	Overhead	Computer Lab
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- Generic Instructional Practices:
- School District Focus:
- Subject-Specific Instructional Practices:

Step 4: Walk-the-Walls: Curricular and Instructional Decisions

Step 5: Safety and Health Issues

None

ACTION PLAN

Goal #1

Develop at least one new learning activity to address the needs of struggling readers. This might include tactile phonics activities for both decoding and encoding.

Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark	Evidence of Achievement: How do you know that your goal has been met?
Action Step #1 Observe students in individual and group settings as they decode and encode words.	Date: <u>9/12</u> Date: <u>1/23</u> Date: <u>4/24</u> Using observations, select an area that needs additional support and develop an activity to increase student understanding.	Make a file of activities developed. Most will be kept with the lesson for which they were developed.
Action Step #2 Use the developed activity in learning centers or group work.	Date: <u>9/12</u> Date: <u>1/23</u> Date: <u>4/24</u> Incorporate the activities into the weekly lesson plan.	Activities will be written into the lesson plan and observed by supervisor during walk-through.

Goal #2

Arrange physical space by eliminating some shelving and furniture to provide more usable space. Find appropriate ways to manage classroom chrome books including instruction in using a chrome book, storage and work spaces.

Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark	Evidence of Achievement: How do you know that your goal has been met?
Action Step #1 Organize weekly lesson activities into file folders.	Date: <u>9/12</u> Date: <u>1/23</u> Date: <u>4/24</u> Get a file cabinet. Add folders and dividers. Sequence folders by lesson number. Add new materials to correct folders.	Folders kept in file cabinet when not in use for the week or unit. Items are added to file folders.
Action Step #2 Assign a chrome book to each student and load it with his/her chrome profile.	Date: <u>9/12</u> Date: <u>1/23</u> Date: <u>4/24</u> Change password to a more kid-friendly one. Affix a name tag to each chrome book. Place a chart on the storage unit listing chrome book assignments. Supply each student with an information card and keep a file in my Tech folder.	Check chart on storage cabinet, check and update Tech folder.

<p>Goal # 3</p> <p>4 d. Contributing to the School and District <i>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</i></p>	<p>Participate in staff study of the book <u>Crucial Conversations</u> and consider how skills learned therein can help me improve communication with parents and school personnel.</p>	<p>In Process</p>
<p>Goal # 4</p> <p>3 d. Providing Feedback to Students <i>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstanding</i></p>	<p>Provide immediate feedback on weekly spelling tests and scheduled written math assessments, encouraging students to express what corrections are needed and why.</p>	<p>In Process</p>

Teacher Evaluation

Principal:		Teacher:	
Evaluation Date:	December 1, 2015	Years in system:	3
Summative Rating:	3.42 – Proficient		

Observation date(s)

08.17	08.26	08.27	09.03	09.21	10.10	11.09	11.16					

N – Not Evaluated 1 – Unsatisfactory 2 – Basic 3 – Proficient 4 – Distinguished
 *** Definitions Appendix C

Domain 1 - Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

N 1 2 3 4

Displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

1b: Demonstrating Knowledge of Students

N 1 2 3 4

Understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

1c: Setting Instructional Goals

N 1 2 3 4

Establishes and articulates long and short term goals for learning with high expectations for all students. Instructional activities are related to learning goals. Lessons are sequenced to promote understanding and critical thinking in students and are clearly aligned with the district curriculum.

1d: Demonstrating Knowledge of Resources

N 1 2 3 4

Displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

1e: Designing Coherent Instruction

N 1 2 3 4

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

1f: Assessing Student Learning

N 1 2 3 4

Assessment data is used in collaboration with colleagues in department/grade level meetings and is incorporated into the design of lesson plans.

Additional Comments:

Domain 2 - Learning Environment

2a: Creating an Environment of Respect and Rapport

N 1 2 **3** 4

Interaction with students is supportive and positive, reflecting warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms.

2b: Establishing a Culture for Learning

N 1 2 **3** 4

The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.

2c: Managing Classroom Procedures

N 1 2 **3** 4

Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly

2d: Managing Student Behavior

N 1 2 **3** 4

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

2e: Organizing Physical Space

N 1 2 **3** 4

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

Additional Comments:

Domain 3 - Instruction and Use of Assessment

3a: Communicating Clearly and Accurately

N 1 2 **3** 4

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

3b: Using Questioning and Discussion Techniques

N 1 2 **3** 4

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

3c: Engaging Students in Learning

N 1 2 **3** 4

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

3d: Providing Feedback to Students

N 1 2 **3** 4

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

3e: Demonstrating Flexibility and ResponsivenessN 1 2 **3** 4

The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

Additional Comments:**Domain 4 - Professional Responsibilities****4a: Reflecting on Teaching**N 1 2 **3** 4

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

4b: Maintaining Accurate RecordsN 1 2 **3** 4

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

4c: Communicating with FamiliesN 1 2 **3** 4

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

4d: Contributing to the School and DistrictN 1 2 **3** 4

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

4e: Growing and Developing ProfessionallyN 1 2 **3** 4

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

4f: Showing ProfessionalismN 1 2 **3** 4

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

Additional Comments:

☐ Category A ☒ Category B ☐ Continuing Teacher

EVALUATOR'S RECOMMENDATION (check one when appropriate)

☐ Re-employment ☐ Re-employment with recommendations for improvement (See attached)
☐ Probation ☐ Non-renewal of contract (Reason(s) attached)

Professional Practice (67%)

Rating Scale	Teacher Rating
3.50 - 4.00 Distinguished	
2.50 - 3.49 Proficient	3.00
2.00 - 2.49 Basic	
1.00 - 1.99 Unsatisfactory	

Student Achievement (33%)

Rating Scale	Student Achievement	Teacher Rating
3.50 - 4.00 Distinguished	80% of students make 25% growth	4.00
2.50 - 3.49 Proficient	80% of students make 10% growth	
2.00 - 2.49 Basic	70% of students make 10% growth	
1.00 - 1.99 Unsatisfactory	Less than 70% of students make 10 % growth	

Professional Practice Score: 3.00 (x 2 =) 6.00 Parental Input: XX Yes ☐ No
 Student Achievement Score: 4.00 Portfolio: ☐ Yes ☐ No
 Summative Score: 3.33


 Teacher's Signature

12/3/15
 Date


 Administrator's Signature

12.02.15
 Date

Signature indicates the teacher has had a conference with the evaluator and received a copy of the evaluation. Signature does not imply agreement with the evaluation.

Teacher Comments

1st grade
Nov. 4-5, 2015

Updated: February 9, 2012

In accordance with Sections 33-514(4) and 33-515 (2), Idaho Code, parent / guardian input shall be considered as a factor in teacher evaluations. [Redacted] district asks that you complete the following survey in an effort to meet the aforementioned requirement. It should be noted however, parent/guardian input will NOT be considered if the survey is submitted anonymously. Input will only be considered valid when accompanied with parent/guardian name.

Please circle YES, NO or Do NOT KNOW to the following questions.

For any No answer please provide a brief explanation.

Domain1 - Learning Environment

18	0	1	
Yes	No	Do Not Know	1. My child's classroom is a safe learning environment.
16	1	1	
Yes	No	Do Not Know	2. My child's teacher sets and maintains appropriate student expectations for learning and behavior.

Domain 2 - Instruction and Assessment

17	0	2	
Yes	No	Do Not Know	3. My child's teacher monitors and assesses my child's learning.
17	0	2	
Yes	No	Do Not Know	4. My child's teacher posts grades in a timely manner.

Domain 3 - Professionalism

18	0	1	
Yes	No	Do Not Know	5. My child's teacher responds in a timely manner to questions I have about my child's education. (Homework, missing assignments, make-up work ect.)
18	0	1	
Yes	No	Do Not Know	6. My child's teacher responds to my questions in a professional manner.

104 - 1 = 8

yes = 104/105 = 99%

What are the teacher's greatest strengths?

What improvements would you like to see?

Parent Name (please print)

all parent samples/responses N=18

Parent Signature

Teacher Evaluation

Principal:		Teacher:	
Evaluation Date:	December 1, 2015	Years in system:	1 (2)
Summative Rating:	3.33 - Proficient		

Observation date(s)

08.17	08.26	08.27	09.03	09.21	10.10	11.02	11.09	11.16				

N - Not Evaluated 1 - Unsatisfactory 2 - Basic 3 - Proficient 4 - Distinguished
 *** Definitions Appendix C

Domain 1 - Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

N 1 2 3 4

Displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

1b: Demonstrating Knowledge of Students

N 1 2 3 4

Understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

1c: Setting Instructional Goals

N 1 2 3 4

Establishes and articulates long and short term goals for learning with high expectations for all students. Instructional activities are related to learning goals. Lessons are sequenced to promote understanding and critical thinking in students and are clearly aligned with the district curriculum.

1d: Demonstrating Knowledge of Resources

N 1 2 3 4

Displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

1e: Designing Coherent Instruction

N 1 2 3 4

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

1f: Assessing Student Learning

N 1 2 3 4

Assessment data is used in collaboration with colleagues in department/grade level meetings and is incorporated into the design of lesson plans.

Additional Comments:

Domain 2 - Learning Environment

2a: Creating an Environment of Respect and Rapport

N 1 2 **3** 4

Interaction with students is supportive and positive, reflecting warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms.

2b: Establishing a Culture for Learning

N 1 2 **3** 4

The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.

2c: Managing Classroom Procedures

N 1 2 3 **4**

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution

2d: Managing Student Behavior

N 1 2 **3** 4

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

2e: Organizing Physical Space

N 1 2 **3** 4

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

Additional Comments:

Domain 3 - Instruction and Use of Assessment

3a: Communicating Clearly and Accurately

N 1 2 **3** 4

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

3b: Using Questioning and Discussion Techniques

N 1 2 **3** 4

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

3c: Engaging Students in Learning

N 1 2 **3** 4

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

3d: Providing Feedback to Students

N 1 2 **3** 4

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some

3e: Demonstrating Flexibility and Responsiveness

N 1 2 **3** 4

The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

Additional Comments:

Domain 4 - Professional Responsibilities

4a: Reflecting on Teaching

N 1 2 **3** 4

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

4b: Maintaining Accurate Records

N 1 2 **3** 4

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

4c: Communicating with Families

N 1 2 **3** 4

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

4d: Contributing to the School and District

N 1 2 **3** 4

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

4e: Growing and Developing Professionally

N 1 2 **3** 4

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

4f: Showing Professionalism

N 1 2 **3** 4

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

Additional Comments:

TEACHING CATEGORY (check one when appropriate)

___ Category A XXX Category B ___ Continuing Teacher

EVALUATOR'S RECOMMENDATION (check one when appropriate)

___ Re-employment ___ Re-employment with recommendations for improvement (See attached)
 ___ Probation ___ Non-renewal of contract (Reason(s) attached)


Professional Practice (67%)

Rating Scale	Teacher Rating
3.50 - 4.00 Distinguished	
2.50 - 3.49 Proficient	3.13
2.00 - 2.49 Basic	
1.00 - 1.99 Unsatisfactory	

Student Achievement (33%)

Rating Scale	Student Achievement %	Teacher Rating
3.50 - 4.00 Distinguished	80% of students make 25% growth	4.00
2.50 - 3.49 Proficient	80% of students make 10% growth	
2.00 - 2.49 Basic	70% of students make 10% growth	
1.00 - 1.99 Unsatisfactory	Less than 70% of students make 10 % growth	

Professional Practice Score: 3.13 (x 2 =) 6.27 Parental Input: XX Yes ___ No
 (69)
 Student Achievement Score: 4.00 Portfolio: ___ Yes ___ No
 Summative Score: 3.42


 Teacher's Signature

3-8-16
 Date


 Administrator's Signature

03.07.16
 Date

Signature indicates the teacher has had a conference with the evaluator and received a copy of the evaluation. Signature does not imply agreement with the evaluation.

Teacher Comments



~~Fifth~~
Teacher
#1

~~W. Johnson Elementary School~~

End of Course Assessment (EOC)

2015-2016

Explanation: Percentage of students who increased / decreased ELA / Reading and Math from the Pre test given at the beginning of the school year to the end of the school year post test

Updated: May 2016

Name	ELA	Math	Achieve Goal Y / N
_____	I.E.P Goals	I.E.P Goals	Y
_____	ELA - 100%	M - 100%	Y
_____	ELA - 87%	M - 96%	Y
_____	ELA - 100%	M - 85%	Y
_____	ELA - 100%	M - 95%	Y
_____	ELA - 100%	M - 100%	Y
_____	ELA - 100%	M - 100%	Y
_____	ELA - 91%	M - 88%	Y
_____	ELA - 88%	M - 89%	Y
_____	ELA - 100%	M - 92%	Y
_____	ELA - 86%	M - 83%	Y
_____	ELA - 85%	M - 87%	Y
_____	ELA - 93%	M - 100%	Y
_____	ELA - 100%	M - 94%	Y
_____	ELA - 87%	M - 97%	Y
_____	ELA - 88%	M - 94%	Y

#1
→

Fifth Teacher
#3



W. Johnson Elementary School

STAR Reading Goals Reached
2015-2016

Updated: April 2016

Name	Pct Goals Reached
[REDACTED]	N/A
[REDACTED]	100%
[REDACTED]	89%
[REDACTED]	100%
[REDACTED]	95%
[REDACTED]	N/A
[REDACTED] P.M.	N/A
[REDACTED]	N/A
[REDACTED]	90%
[REDACTED]	95%
[REDACTED]	85%
[REDACTED]	87%
[REDACTED]	94%
[REDACTED]	100%
[REDACTED]	90%
[REDACTED]	92%

#2

#1
#3 →

Sample Evidence – District B

1. District Overview of Evaluation Measures (Optional)

2. Professional Practice Indicators

- a. Notes from documented observations
(Required – Minimum of two documented observations)**
- b. Self - Reflection (Optional)**
- c. Evaluation forms with 22 components scored**
- d. District selected indicator of professional practice – Results of *Parent Survey*
(Required - parental input, student input, or portfolio)**

3. Student Achievement Indicators

- a. Evidence of relevant student achievement measures used in summative evaluation
(Required)**



Elementary

On the district math pre/post assessment, 80% of students will show growth.

4-Distinguished	3-Proficient	2-Basic	1-Unsatisfactory
No Distinguished will be given this year.	80% of students show growth on the district math assessment.	less than 80% of students show growth on the district math assessment.	

Middle School

On pre and post trimester tests, 80% of students will show 20% growth.

4-Distinguished	3-Proficient	2-Basic	1-Unsatisfactory
90% of students showing 20% growth	80% of students showing 20% growth	70% of students showing 20% growth	60% and below of students showing 20% growth

High School

Graduation Rate, PSAT/SAT/Compass improvement, Star Test Scores, Parent Contact Log with 80% of parents contacted each trimester, in addition, Pre and Post Tests, showing 20% growth)

4-Distinguished	3-Proficient	2-Basic	1-Unsatisfactory
<p>-5% increase in graduation rate from previous year, 80% of students showing growth from pre/post Star testing, 90% of parents contacted each trimester</p> <ul style="list-style-type: none"> New SAT test administered this year, data for comparison will not be available until 2016-2017. 	<p>-3% increase in graduation rate from previous year, 75% of students showing growth from pre/post Star testing, 80% of parents contacted each trimester</p> <ul style="list-style-type: none"> New SAT test administered this year, data for comparison will not be available until 2016-2017. 	<p>-2% increase in graduation rate from previous year, 70 % of students showing growth from pre/post Star testing, 70 % of parents contacted each trimester</p> <ul style="list-style-type: none"> New SAT test administered this year, data for comparison will not be available until 2016-2017. 	<p>- 1% increase in graduation rate from previous year, 60 % of students showing growth from pre/post Star testing, 60 % of parents contacted each trimester</p> <ul style="list-style-type: none"> New SAT test administered this year, data for comparison will not be available until 2016-2017.

December 8, 2015

[REDACTED]

Domain 1:

- (1a.) [REDACTED] is working with several intervention groups in the school, and uses technology to enhance reading strategies. She works with students in the "Read Naturally" program. The struggling students are provided supports and practice with decoding and fluency. Today she is monitoring the computer lab with 5 students who are working on reading comprehension.
- (1b.) [REDACTED] is our go-to resource on students with special needs. She knows the IEP goals for each of her 22 students, and frequently shares suggestions for dealing with challenging behaviors with other staff members. The two autistic students in the school spend extra time with [REDACTED] when the teachers are unsuccessful with regulating behaviors.
- (1c.) [REDACTED] modifies student goals after she works with them individually. [REDACTED] could not read on a third grade level, so she suggested putting him with a buddy to practice fluency. He is reading with a junior high aide right now while she is working with other students.

Domain 2:

- (2a.) When we had a meeting with [REDACTED]'s parents recently, [REDACTED] conducted the IEP meeting with a suggestion that [REDACTED] brings a notebook with a schedule to every class so he knows what to expect. The parents loved the idea, and it has been working better for him. He is not so frustrated.
- (2b.) When [REDACTED] finished reading with the tutor, she asked him if he could read one more story? He complied, and she told him he would have an extra 5 minutes during recess with the iPad game he loves.

Domain 3:

- (3a.) [REDACTED] communicates clearly as she asked students to line up quietly and keep our hands and feet to ourselves. As they were walking down the hall, she would stop if anyone had misbehaved.
- (3b.) The questioning and discussion techniques were used in the last IEP meeting we held. [REDACTED] asked the parents what they thought their son's strengths were, and how we could capitalize on those to help him be successful. The parents were engaged with the questions she asked, and the discussion she led to set goals for a student.

Domain 4:

- (4d.) [REDACTED] has been unhappy with the change in administration, and has complained to other staff members to the point of causing some friction, and very uneasy feelings among many staff members. She is often seen closeting with staff members to complain about expectations.
- (4f.) [REDACTED] did not ask me if she could visit another school all afternoon. She left, and I was looking for her, and another staff member informed me that she was helping staff at a nearby school with an IEP meeting. I was fine with that, but she did not ask or inform me before she left.

Employee: **Queta Rera**Date: **10/15****Certificated Employee Self-Assessment**

As adapted from the Newport News, Virginia, Public Schools

This self-assessment is intended to provide you with a specific focus for professional growth and development and will enable your supervisor to provide you with appropriate professional development opportunities throughout the year. Using the *Components of Professional Practice for Teachers* rubric as your guide, complete this self-assessment by carefully reflecting on your instructional practices in the four domains listed below. Identify at least one personal goal for improvement in each domain. Be prepared to discuss your goals with your administrator. **Self-assessments are due back to your administrator by Oct. 1st.**

Key: U....Unsatisfactory B....Basic P....Proficient D....Distinguished

Domain 1: Planning & Preparation

	U	B	P	D
1a. Demonstrating Knowledge of Content and Teaching Strategies		✓		✓
1b. Demonstrating Knowledge of Students			✓	
1c. Selecting Instructional Goals			✓	
1d. Demonstrating Knowledge of Resources/Programs			✓	
1e. Designing Coherent Instruction			✓	
1f. Assessing Student Learning			✓	

Personal Goal for Improvement: *I would always need to improve in knowing the latest teaching strategies since students always change.*

Domain 2: The Classroom Environment

	U	B	P	D
2a. Creating an Environment of Respect and Rapport		✓		
2b. Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Minidoka Schools			✓	
2c. Managing Classroom Procedures		✓		
2d. Managing Student Behavior			✓	
2e. Organizing Physical Space			✓	

Personal Goal for Improvement: *Need to inform myself better towards the vision of District, I believe my students' parents need more information about this. Every year generations of students change, this year has not been an exception. (also need to manage better only two people for more students)*

Domain 3: Instruction

	U	B	P	D
3a. Communicating Clearly and Accurately			✓	
3b. Using Questioning and Discussion Techniques			✓	
3c. Engaging Students in Learning			✓	
3d. Providing Feedback to Students			✓	
3e. Demonstrating Flexibility and Responsiveness		✓		

Personal Goal for Improvement: *I have been busy with testing this year, since we have some or more amount of students and less personal to be with them. Need to organize the time better to spend more time with students.*

Domain 4: Professional Responsibilities

	U	B	P	D
4a. Evaluation on Teaching			✓	
4b. Maintaining Accurate Records (including those required by special programs)			✓	
4c. Communicating with Families			✓	
4d. Contributing to the School and District			✓	
4e. Growing and Developing Professionally			✓	
4f. Showing Professionalism (State Code of Ethics)			✓	

Personal Goal for Improvement: *organization, needs improvement.*

Domain 5: Growth in Student Achievement

	U	B	P	D
5a. Growth on assessments-building level (pre/post tests)			✓	

Personal Goal for Improvement: *Need to do teaching levels yet this year.*

Catch the high & low learners

March 17, 2016

Domain 1:

(1d.) [REDACTED] researched math apps to support [REDACTED] who was struggling with math facts. She created extra worksheets, and iPad time during her intervention time with him to support his needs.

(1f.) [REDACTED] had been the RTI specialist, and has knowledge of data. She charts and graphs to show growth and progress. She shares in staff meetings, and instructional groups are arranged and changed by utilizing data.

Domain 2:

(2c.) When the students were practicing math, [REDACTED] announced that they had a 2 minute warning for the practice, and then [REDACTED] could check his picture schedule for where to go next.

(2d.) [REDACTED] has been working with [REDACTED] to not have melt-downs when she has to do something she does not like. She has insisted on consistency, and not trying to move her when she screams and throws things, but to take the classroom out, and then reason with her when she settles down. She was firm with her about completing her work before lunch. Today, she allowed her to have a walk down the hall with her as a reward for completing her work as directed and correctly.

Domain 3:

(3c.) [REDACTED] is working on math facts with [REDACTED], while [REDACTED] is doing small group with another teacher, and there are two students who are completing assignments in a workbook. [REDACTED] practices with [REDACTED], and asks him to review while she checks on the progress of the students in the workbook activity. All of the students are accountable.

Domain 4:

(4b-c.) [REDACTED] showed me her phone log which has dates, and brief note of the reason for the calls. She has data for each of the special education students which is graphed monthly in AIMS and STAR for grades 1-8.

(4e.) [REDACTED] helped staff at two different schools to complete state testing requirements so they would be accurate. She assisted in CPI holds and maneuvers for staff members in the training. She rehearses those holds with staff members as needed.

Summative Performance Evaluation - Certificated

As adapted from the Newport News, Virginia, Public Schools

Employee Name: [REDACTED]

Employee's Assignment: Special Education Teacher

Location: (Place an X in the box in front of the school)

☐ [REDACTED]
☐ [REDACTED]
☐ [REDACTED]
☒ Special Services

☐ [REDACTED]
☐ [REDACTED]

☐ [REDACTED]
☐ [REDACTED]

Instructions: Using the Components of Professional Practice rubric and the key below, check the appropriate box that describes the employee's performance. Please use comments to provide the employee with a better knowledge of his/her job performance. Comments are required for unsatisfactory and basic performance to ensure that the employee has the opportunity to improve. A pre- and post-conference should be held in confidence and be open for discussion between both parties. Teachers are required to complete a self-assessment of their performance using a document similar to this one, which should be discussed in detail. Supervisors of this employee should work to provide a fair and effective evaluation.

Key: U....Unsatisfactory B....Basic P....Proficient D....Distinguished

Domain 1: Planning & Preparation		U	B	P	D
1a. Demonstrating Knowledge of Content and Teaching Strategies				X	
1b. Demonstrating Knowledge of Students					X
1c. Selecting Instructional Goals				X	
1d. Demonstrating Knowledge of Resources/Programs				X	
1e. Designing Coherent Instruction				X	
1f. Assessing Student Learning					X

Comments: (Type comments in the box below.)

[REDACTED] demonstrates knowledge of students' cognitive, social, and emotional developmental stages and develops relationships with students.

Domain 2: The Classroom Environment		U	B	P	D
2a. Creating an Environment of Respect and Rapport				X	
2b. Establishing a Culture for Learning by Supporting the Beliefs, Vision, and Mission of Minidoka Schools				X	
2c. Managing Classroom Procedures				X	
2d. Managing Student Behavior					X
2e. Organizing Physical Space				X	

Comments: (Type comments in the box below.)

[REDACTED] sets high expectations and responds appropriately to misbehavior. Her students feel valued, safe, and comfortable taking intellectual risks.

Domain 3: Instruction		U	B	P	D
3a. Communicating Clearly and Accurately				X	
3b. Using Questioning and Discussion Techniques				X	
3c. Engaging Students in Learning				X	
3d. Providing Feedback to Students				X	
3e. Demonstrating Flexibility and Responsiveness				X	

Comments: (Type comments in the box below.)

When [REDACTED] conducts an IEP meeting, she makes the purpose and goals clear. She presents with accuracy, clarity, and precision as she explains options to parents and staff.

Domain 4: Professional Responsibilities		U	B	P	D
4a. Evaluation on Teaching				X	
4b. Maintaining Accurate Records (including those required by special programs)					X
4c. Communicating with Families				X	
4d. Contributing to the School and District			X		
4e. Growing and Developing Professionally				X	
4f. Showing Professionalism (State Code of Ethics)			X		

Comments: (Type comments in the box below.)

has kept good records and completed the majority of the testing for this school: AIMS, CORE, STAR, and ISAT testing have been diligently and meticulously carried out. Her communication with families has been positive. We have discussed a concern that her full potential cannot be realized until she regards herself as part of a professional community. Concerns and conversations should be addressed immediately with the individual she has an issue with.

Domain 5: Growth in Student Achievement

5a. Growth on assessments-building level (pre/post tests)

U	B	P	D
		X	

Comments: (Type comments in the box below.)

Evaluator Comments: (Type evaluator comments in box below.)

I have appreciated many positive things that Tamara has contributed to this program. She is willing to pitch in and cover for anyone. She helps out with extra duties as needed. Her testing has gone very smoothly, and she has been great with utilizing data to review and track progress. Tamara has learned the "Love and Logic" philosophy very well, and has been successful in utilizing those skills in her student relationships.

Employee Comments: (Please write employee comments in the box below.)

OVERALL EMPLOYEE PERFORMANCE RATING

U	B	P	D
		X	

Evaluator's Recommendations: (Place an X in the box in front of the appropriate recommendation below.)

☒ **Re-employment:** Evaluator recommends re-employment without reservation.

Re-employment with recommendations for improvement: Evaluator recommends re-employment, but suggests that the teacher work to improve identified areas listed below.

Probation: The teacher must improve in identified areas within a specified period of time listed below.

Non-renewal of contract: The teacher has not met standards of improvement as required under conditions of probation and is not offered a contract for the upcoming year listed below.

Recommendations for Improvement: (Type recommendations for improvement in the box below.) A teacher placed on an improvement plan, while working with the building administrator, may also request a teacher of their choice to assist them with improvement in the areas stated below:

Conditions of Probation: (Type conditions of probation in the box below.)

Standards of Improvement Not Met: (Type standards of improvement not met in the box below.)

Employee's Signature

Date

Evaluator's Signature

Date

Signature of the employee indicates the employee has had a conference with the evaluator and received a copy of the evaluation, but does not necessarily imply agreement with the evaluation.

FORMA DE OPINION PARA PADRES DE FAMILIA

Estoy compartiendo la opinión de mi experiencia con [Redacted] nombre de miembro del personal escolar (maestro/consejero/etc.)

Antes de responder a las declaraciones a continuación, por favor indique cuál de los siguientes tipos de comunicación y participación han ocurrido durante este año escolar entre usted y el anterior miembro del personal escolar nombrado

- | | |
|---|--|
| <input checked="" type="checkbox"/> Me puse en contacto con ellos por teléfono
<input type="checkbox"/> Me puse en contacto con ellos por nota escrita a mano
<input type="checkbox"/> Me puse en contacto con ellos por correo electrónico
<input checked="" type="checkbox"/> Ellos se pusieron en contacto conmigo por teléfono
<input checked="" type="checkbox"/> Ellos se pusieron en contacto conmigo por nota escrita a mano
<input type="checkbox"/> Ellos se pusieron en contacto conmigo por correo electrónico
<input checked="" type="checkbox"/> Yo asistí a reuniones/sesiones de información académicas escolares
<input checked="" type="checkbox"/> Yo asistí a otras actividades escolares o extraescolares
<input type="checkbox"/> Yo asistí a una Open House
<input type="checkbox"/> Yo asistí a Conferencias de Padres y Maestros o Conferencias Dirigidas por los Estudiantes | <input type="checkbox"/> Yo visite o ayude en el aula
<input type="checkbox"/> Yo visite o ayude en la escuela
<input checked="" type="checkbox"/> Me puse en contacto con la escuela cuando mi hijo/a estuvo ausente
<input checked="" type="checkbox"/> Yo firme y regrese papeleo a la escuela cuando fue necesario
<input type="checkbox"/> Hago uso de PowerSchool regularmente
<input type="checkbox"/> Otro (por favor especifique): |
|---|--|

Para cada una de las siguientes afirmaciones, marque la casilla que mejor refleje su experiencia con este miembro del personal escolar

	Excelente 4	Bueno 3	Pasable 2	Deficiente 1	No se observó
Comunicación:					
Este empleado es accesible y esta dispuesto a escuchar.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado se pone en contacto conmigo puntualmente con preocupaciones.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Las expectativas de mi hijo/a son comunicadas y están clara y apropiadas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado explica el significado de los grados y como se lograron.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado se comunica en forma justa y respetuosa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado hace comentarios constructivos sobre la tarea y exámenes regularmente	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participación En Casa:					
Este empleado hace sugerencias sobre maneras de ayudar a mi hijo/a en casa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Me siento bienvenido por este empleado para visitar el aula/escuela.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado es receptivo a la información que proporciono sobre mi hijo/a.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aspectos del progreso de mi hijo/a:					
Este empleado asigna tarea que es clara y tiene sentido para mi hijo/a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado anima a mi hijo/a ha trabajar duro para tener éxito.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado comparte mis expectativas altas para el aprendizaje y el comportamiento de mi hijo/a.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Este empleado mantiene un aula en la cual mi hijo/a se siente físicamente y emocionalmente seguro.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Por favor marque uno: ☐ Las respuestas anteriores están basadas en la interacción y la experiencia de mi hijo/a con este empleado
- ☐ Las respuestas anteriores están basadas en mi interacción y experiencia personal con este empleado
- ☒ Las respuestas anteriores están basadas en la interacción y experiencia que mi hijo/a y yo hemos tenido con este empleado

¿Cuales son los puntos fuertes de este empleado escolar?

Es muy atenta y paciente con los niños

¿En cuales áreas podría a ver mejoramiento?

Comentarios:

Es una muy buena maestra,

Firma de Padre [Redacted] Nombre de Padre escrito [Redacted]
 (Tenga en cuenta: se considerarán solo los formularios firmados)

MANITOBA COUNTY SCHOOL DISTRICT PARENT INPUT FORM

I am sharing input about my experience with _____

name of school staff member (teacher/counselor/etc.)

Before you respond to the statements below, please indicate which of the following types of communication and involvement have occurred during this school year between you and the above named school staff member

- | | |
|---|--|
| <input type="checkbox"/> I contacted them by phone | <input type="checkbox"/> I attended an open house |
| <input type="checkbox"/> I contacted them by handwritten note | <input type="checkbox"/> I visited or helped in the classroom |
| <input type="checkbox"/> I contacted them by email | <input type="checkbox"/> I visited or helped at the school |
| <input checked="" type="checkbox"/> They contacted me by phone | <input type="checkbox"/> I contacted the school when my child was absent |
| <input type="checkbox"/> They contacted me by handwritten note | <input type="checkbox"/> I signed and returned paperwork as needed |
| <input type="checkbox"/> They contacted me by email | <input type="checkbox"/> I make use of Powerschool regularly |
| <input type="checkbox"/> I attended Parent-Teacher or Student-Led Conference | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> I attended school academic information meetings/sessions | |
| <input type="checkbox"/> I attended other school or extracurricular activities | |

For each of the following statements, check the box that best reflects your experience with this school staff member

Excellent 4	Good 3	Fair 2	Poor 1	Not Observed
----------------	-----------	-----------	-----------	-----------------

Communication:

- | | | | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| This employee is accessible and willing to listen. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee contacts me promptly with concerns. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Expectations of my child are communicated and are clear and appropriate. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee explains the meaning of grades and how they were achieved. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee communicates in a fair and respectful manner. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee gives feedback on assignments and tests on a regular basis. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Home Involvement:

- | | | | | | |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| This employee makes suggestions about ways to help my child at home. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel welcomed by this employee to visit the classroom/school. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee is responsive to information I provide about my child. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Aspects of My Child's Progress:

- | | | | | | |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| This employee assigns homework that is clear and meaningful to my child. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee encourages my child to work hard to succeed. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee shares my high expectations for my child's learning and behavior. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee maintains a classroom in which my child feels physically and emotionally safe. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Please check **one**:
- ☐ The above responses are based on **my child's** interaction and experience with this employee
- ☐ The above responses are based on **my personal** interactions and experience with this employee
- ☒ The above responses are based on **BOTH** my own and my child's interactions and experience with this employee

What are the major strengths of this school staff member?

Always Willing to Help

In which areas could improvement take place?

Comments:

Parent's Signature _____
(Please note: only signed forms will be considered)

Parent's Printed Name _____

PARENT INPUT FORM

I am sharing input about my experience with _____
 name of school staff member (teacher/counselor/etc.)

Before you respond to the statements below, please indicate which of the following types of communication and involvement have occurred during this school year between you and the above named school staff member

- | | |
|--|--|
| <input type="checkbox"/> I contacted them by phone
<input type="checkbox"/> I contacted them by handwritten note
<input type="checkbox"/> I contacted them by email
<input type="checkbox"/> They contacted me by phone
<input type="checkbox"/> They contacted me by handwritten note
<input type="checkbox"/> They contacted me by email
<input checked="" type="checkbox"/> I attended Parent-Teacher or Student-Led Conference
<input type="checkbox"/> I attended school academic information meetings/sessions
<input checked="" type="checkbox"/> I attended other school or extracurricular activities | <input type="checkbox"/> I attended an open house
<input type="checkbox"/> I visited or helped in the classroom
<input type="checkbox"/> I visited or helped at the school
<input checked="" type="checkbox"/> I contacted the school when my child was absent
<input type="checkbox"/> I signed and returned paperwork as needed
<input checked="" type="checkbox"/> I make use of Powerschool regularly
<input type="checkbox"/> Other (please specify): _____ |
|--|--|

For each of the following statements, check the box that best reflects your experience with this school staff member

Excellent 4	Good 3	Fair 2	Poor 1	Not Observed
----------------	-----------	-----------	-----------	-----------------

Communication:

- | | | | | | |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| This employee is accessible and willing to listen. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee contacts me promptly with concerns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Expectations of my child are communicated and are clear and appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee explains the meaning of grades and how they were achieved. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee communicates in a fair and respectful manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee gives feedback on assignments and tests on a regular basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Home Involvement:

- | | | | | | |
|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| This employee makes suggestions about ways to help my child at home. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| I feel welcomed by this employee to visit the classroom/school. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee is responsive to information I provide about my child. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Aspects of My Child's Progress:

- | | | | | | |
|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| This employee assigns homework that is clear and meaningful to my child. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| This employee encourages my child to work hard to succeed. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| This employee shares my high expectations for my child's learning and behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee maintains a classroom in which my child feels physically and emotionally safe. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Please check **one**:
- ☐ The above responses are based on **my child's** interaction and experience with this employee
- ☐ The above responses are based on **my personal** interactions and experience with this employee
- ☒ The above responses are based on **BOTH** my own and my child's interactions and experience with this employee

What are the major strengths of this school staff member?

In which areas could improvement take place?

Comments:

Parent's Signature: _____

Parent's Printed Name: _____

(Please note: only signed forms will be considered)

1-16-2013

MINIDOKA COUNTY SCHOOL DISTRICT PARENT INPUT FORM

I am sharing input about my experience with _____

name of school staff member (teacher/counselor/etc.)

Before you respond to the statements below, please indicate which of the following types of communication and involvement have occurred during this school year between you and the above named school staff member

- | | |
|---|--|
| <input type="checkbox"/> I contacted them by phone | <input type="checkbox"/> I attended an open house |
| <input type="checkbox"/> I contacted them by handwritten note | <input type="checkbox"/> I visited or helped in the classroom |
| <input type="checkbox"/> I contacted them by email | <input type="checkbox"/> I visited or helped at the school |
| <input type="checkbox"/> They contacted me by phone | <input type="checkbox"/> I contacted the school when my child was absent |
| <input type="checkbox"/> They contacted me by handwritten note | <input type="checkbox"/> I signed and returned paperwork as needed |
| <input type="checkbox"/> They contacted me by email | <input type="checkbox"/> I make use of Powerschool regularly |
| <input checked="" type="checkbox"/> I attended Parent-Teacher or Student-Led Conference | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> I attended school academic information meetings/sessions | |
| <input type="checkbox"/> I attended other school or extracurricular activities | |

For each of the following statements, check the box that best reflects your experience with this school staff member

Excellent 4	Good 3	Fair 2	Poor 1	Not Observed
----------------	-----------	-----------	-----------	-----------------

Communication:

- | | | | | | |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| This employee is accessible and willing to listen. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee contacts me promptly with concerns. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Expectations of my child are communicated and are clear and appropriate. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee explains the meaning of grades and how they were achieved. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee communicates in a fair and respectful manner. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee gives feedback on assignments and tests on a regular basis. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Home Involvement:

- | | | | | | |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| This employee makes suggestions about ways to help my child at home. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel welcomed by this employee to visit the classroom/school. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee is responsive to information I provide about my child. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Aspects of My Child's Progress:

- | | | | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| This employee assigns homework that is clear and meaningful to my child. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee encourages my child to work hard to succeed. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee shares my high expectations for my child's learning and behavior. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This employee maintains a classroom in which my child feels physically and emotionally safe. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Please check one:
- ☐ The above responses are based on **my child's** interaction and experience with this employee
- ☐ The above responses are based on **my personal** interactions and experience with this employee
- ☒ The above responses are based on **BOTH** my own and my child's interactions and experience with this employee

What are the major strengths of this school staff member?

He is very friendly and easy to talk to.

In which areas could improvement take place?

n/A

Comments:

Parent's Signature _____

Parent's Printed Name _____

(Please note: only signed forms will be considered)

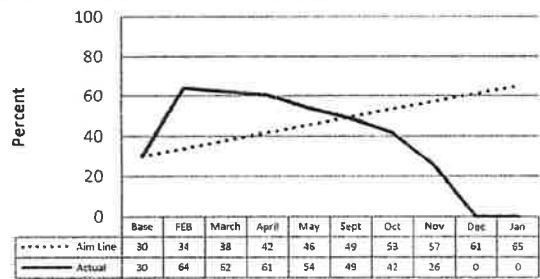
2015-2016

Report Date:

Name:

Obj. 1: By February 3rd, 2016, Bryce will be able to work through his frustrations without pouting, crying or shutting down on 65% of given opportunities for six consecutive weeks.

	Aim Line	Actual	On Target
Base	30	30	Y
FEB	34	64	Y
March	38	62	Y
April	42	61	Y
May	46	54	Y
Sept	49	49	Y
Oct	53	42	N
Nov	57	26	N
Dec	61	#DIV/0!	#DIV/0!
Jan	65	#DIV/0!	#DIV/0!



Progress Codes

1= Completed

2 = In progress

3 = Not Started

4= Other

Progress Projection Codes

A= Progress is adequate to meet target date.

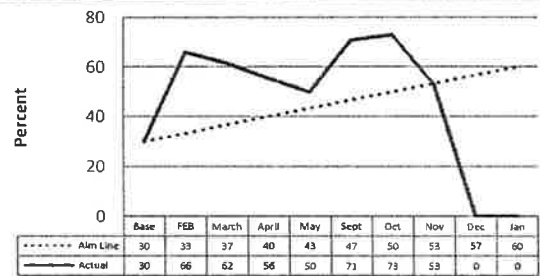
B= Progress is inadequate to meet target date.

Base	FEB	March	April	May	Sept	Oct	Nov	Dec	Jan
	2A	2A	2A	2A	2A	2B	2B		

Notes: Bryce is not making progress to reach his goal of working through his frustrations without pouting, crying or shutting down on 65% of given opportunities for six consecutive weeks. Bryce was showing progress but has regressed back in his behaviors and needs a lot of promptings to use his self calming skills.

Obj. 2: By February 3rd, 2016, Bryce will be able to communicate his needs or ask for assistance and appropriately respond when help is given on 60% of given opportunities for six consecutive weeks.

	Aim Line	Actual	On Target
Base	30	30	Y
FEB	33	66	Y
March	37	62	Y
April	40	56	Y
May	43	50	Y
Sept	47	71	Y
Oct	50	73	Y
Nov	53	53	Y
Dec	57	#DIV/0!	#DIV/0!
Jan	60	#DIV/0!	#DIV/0!



Progress Codes

1= Completed

2 = In progress

3 = Not Started

4= Other

Progress Projection Codes

A= Progress is adequate to meet target date.

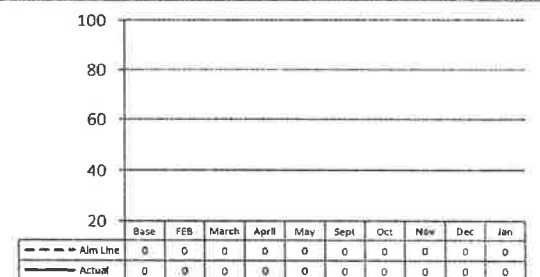
B= Progress is inadequate to meet target date.

Base	FEB	March	April	May	Sept	Oct	Nov	Dec	Jan
	2A	2A	2A	2A	2A	2A	2A		

Notes: Bryce is not currently meeting his goal of being able to communicate his needs or ask for assistance and appropriately respond when help is given on 60% of given opportunities for six consecutive weeks. However, he previously did reach the goal so this goal will be revised to reflect his new benchmark and goal.

Obj. 3: 0.0

	Aim Line	Actual	On Target
Base	0	0	Y
FEB	0	#DIV/0!	#DIV/0!
March	0	#DIV/0!	#DIV/0!
April	0	#DIV/0!	#DIV/0!
May	0	#DIV/0!	#DIV/0!
Sept	0	#DIV/0!	#DIV/0!
Oct	0	#DIV/0!	#DIV/0!
Nov	0	#DIV/0!	#DIV/0!
Dec	0	#DIV/0!	#DIV/0!
Jan	0	#DIV/0!	#DIV/0!



Progress Codes

1= Completed

2 = In progress

3 = Not Started

4= Other

Progress Projection Codes

A= Progress is adequate to meet target date.

B= Progress is inadequate to meet target date.

Base	FEB	March	April	May	Sept	Oct	Nov	Dec	Jan

Notes:

GOAL 1: ___ Need continues, follow plan as is. ___ Need continues, adjust plan/goal. ___ Met target, discontinue goal.

GOAL 2: ___ Need continues, follow plan as is. ___ Need continues, adjust plan/goal. ___ Met target, discontinue goal.

GOAL 3: ___ Need continues, follow plan as is. ___ Need continues, adjust plan/goal. ___ Met target, discontinue goal.

Signature: _____

Title: _____

Date: _____

Student eFile | [REDACTED]



State Assessments


ISAT ELA/Literacy

Test Session	Gr	Scale Score	Standard Error	Achievement Level	Reading Claims	Listening and Speaking Claims	Writing Claims	Research/Inquiry Claims
2015-2016 Spring	5	2358	28		Below Standard	Below Standard	Below Standard	Below Standard
2014-2015 Spring	4	2388	28	Below Basic	At/Near Standard	Below Standard	Below Standard	At/Near Standard

ISAT Mathematics

Test Session	Gr	Scale Score	Standard Error	Achievement Level	Concepts and Procedures Claims	Problem Solving and Modeling & Data Analysis Claims	Communicating Reasoning Claims
2015-2016 Spring	5	2418	25		Below Standard	Below Standard	Below Standard
2014-2015 Spring	4	2339	24	Below Basic	Below Standard	Below Standard	Below Standard

ISAT Science Results

Test Session	Grade	Test	NCLB Scale Score 	Proficiency Level	Overall Scale Score
2015-2016 Spring		Spring ISAT Science	193		



District Assessments

STAR Math

Test Session	Gr	Scale Score	Grade Equivalent	Percentile Rank	Normal Curve Equivalent
2016-2017 Fall	6	671	5	32	40.1
2015-2016 Spring	5	785	7.7	83	70.1
2015-2016 Winter	5	573	3.6	10	23
2015-2016 Fall	5	514	3	7	18.9
2014-2015 Spring	4	683	5.2	63	57
2014-2015 Winter	4	622	4.3	47	48.4
2014-2015 Fall	4	389	1.8	2	6.7

STAR Reading

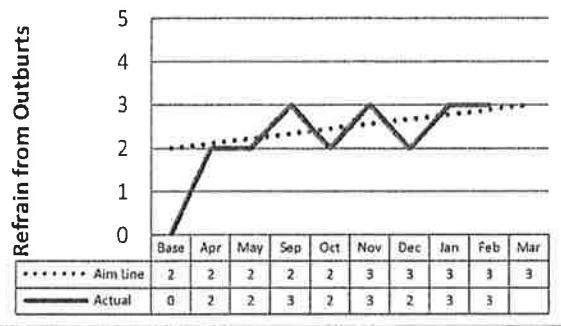
Report Date: 2/26/2015

Name: [REDACTED]

Obj. 5: During transition or change to schedule [REDACTED] will be able to do what is asked on 3 out 4 given opportunities for 2 months.

	Aim Line	Actual	On Target
Base	2	0	N
Apr	2	2	Y
May	2	2	Y
Sep	2	3	Y
Oct	2	2	Y
Nov	3	3	Y
Dec	3	2	Y
Jan	3	3	Y
Feb	3	3	Y
Mar	3		N

Refrain from Outbursts

Progress Codes

1=Completed			PTC	Tr1	PTC	TRI2	PTC	TRI3
2=In Progress		Date	10/9/15	11/16/15			4/9/2015	5/29/2015
3=Not Started		Code	2A	2A			2A	2A
4=Other								

Progress Projection Codes

A= Progress is adequate to meet Target Date

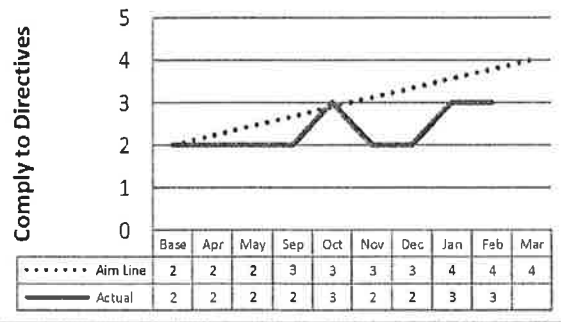
B= Progress is inadequate to meet Target Date

2A: [REDACTED] is making adequate progress to reach his goal of complying during transition

Obj. 6: When making a mistake, [REDACTED] will be able to calmly and positively accept redirection on 3 out of 4 incidenses for 2 months.

	Aim Line	Actual	On Target
Base	2	2	Y
Apr	2	2	Y
May	2	2	Y
Sep	3	2	Y
Oct	3	3	Y
Nov	3	2	N
Dec	3	2	N
Jan	4	3	Y
Feb	4	3	Y
Mar	4		N

Comply to Directives

Progress Codes

1=Completed			PTC	Tr1	PTC	TRI2	PTC	TRI3
2=In Progress		Date	10/9/15	11/16/15			4/9/2015	5/29/2015
3=Not Started		Code	2A	2B			2A	2A
4=Other								

Progress Projection Codes

A= Progress is adequate to meet Target Date

B= Progress is inadequate to meet Target Date

2A: [REDACTED] is not making adequate progress to reach his goal of staying calm when being redirected.

Test Session	Gr	Scale Score	Grade Equivalent	Percentile Rank	Normal Curve Equivalent	Instructional Reading Level	Lower ZPD	Upper ZPD
2016-2017 Fall	6	207	2.1	1	1	1.5	2.1	3.1
2015-2016 Spring	5	264	2.4	2	6.7	2.1	2.2	3.2
2015-2016 Winter	5	277	2.5	3	10.4	2.3	2.3	3.3
2015-2016 Fall	5	310	2.7	7	18.9	2.6	2.4	3.4
2014-2015 Spring	4	247	2.3	4	13.1	1.9	2.2	3.2
2014-2015 Winter	4	216	2.1	3	10.4	1.6	2.1	3.1
2014-2015 Fall	4	89	1.3	1	1	-1	1.3	2.3

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Version 2016.12.13.2000

