

**Performance Standard 4: Assessment of/for Learning**

<b>Exemplary*</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher regularly selects/develops and uses valid formative assessments, and teaches students how to monitor their own academic progress...	The teacher uses a variety of formative and summative assessment strategies and data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely or constructive feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i> Reviewed SOL data from last year’s third graders; administered assessments in accordance with ACPS Literacy Program’s Reading Assessment Schedule; administered Title I math assessments; with her team, created and administered ongoing formative assessments; with her team, created and administered common assessments; administered division benchmark and simulation tests; disaggregated data and used it to drive instruction; provided feedback to students during instruction; provided feedback to parents via conferences, interim reports, and report cards</p>			

**Performance Standard 5: Learning Environment**

<b>Exemplary*</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	The teacher provides a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher inadequately addresses student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i> Students were engaged in meaningful work and willingly participated in instruction;</p>			