

FORMATIVE ASSESSMENT GUIDE FOR EVALUATORS

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Purpose of the Formative Assessment

The Formative Assessment Report is a process used to provide written feedback and ratings to the Educator about his/her progress toward goals, performance on standards, or both. The report is used to document an Evaluator's assessment of current evidence about an Educator's performance based on the Performance Standards. The Formative Assessment process may take place at any time during the cycle of evaluation, but typically takes place at mid-cycle. For Educators on 1-year plans, (e.g. Developing Educators, Directed Growth, and Improvement Plans), the **Formative Assessment Report must be completed by January 15th (aim for January 10th).**

Formative Assessment Report Steps:

1. Gather and review evidence
2. Rate progress on each goal (student and professional)
 - o Provide a rationale for each rating
3. Rate performance on each standard
 - o Provide a rationale for each rating
4. Provide comments and prescriptions overall
5. Provide an overall performance rating
6. Note any plan changes (*if necessary based on evidence and Overall Performance Rating*)
7. Sign-Off
8. Meet with Educator (*optional if the Overall Rating is Proficient or Exemplary*)

Step 1: Gather & Review Evidence

- Feedback provided during the Formative Assessment will be based on evidence gathered through observations and Educator generated artifacts.
 - o Best practice is to conduct at least **two observations** prior to the Formative Assessment to collect evidence for **Standard I and Standard II**.
 - o Review educator uploaded artifacts **for Standard III AND Standard IV for the current academic year**.
 - If an artifact is going to be cited as evidence of low performance in the Formative Assessment, it is encouraged to have a record of constructive criticism on that artifact from when it was first submitted.
 - o Educators on **1-year plans** (i.e. Developing Educator Plans, Improvement Plans, and Directed Growth Plans) are required to submit one piece of evidence for Standard III, and one piece of evidence for Standard IV, by **December 15th** prior to the Formative Assessment.
 - Please aim to give Educators a reminder of such evidence submission in advance (at least 3 weeks).

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Step 2: Rate Progress on Goals

- Refer back to the professional practice and student learning goal as previously established by the Educator.
- Each goal must be rated as:
 - *Progressing, No progress, Not Assessed at this time*
- For each rating, a rationale should be provided.
 - The rationale should consist of a claim supported by 1-3 specific pieces of evidence, citing observations, artifacts, and available student data.
 - Evidence (or lack thereof) of completion of action steps strengthens the rationale.

Step 3: Rate Performance on Standards

- Each standard must be rated as:
 - *Exemplary, Proficient, Needs Improvement, or Unsatisfactory.*
- For each rating, a rationale should be provided.
 - The rationale should consist of a claim supported by 1-3 specific pieces of evidence, citing observations, artifacts, and available student data.
 - The rationale should connect the performance rating to the rubric.

Sample Rationale for Performance Standards

Rationale Structure	Example
Standard	II. Teaching All Students (II-A-1: Quality & Effort of Work)
Claim/Connection to Rubric	As described by the Unsatisfactory level of Standard II-A-1 Quality of Effort and Work, on the Rubric of Effective Teaching, Mr. K establishes no expectations around quality of work and effort, and offers few supports for students to produce quality work or effort. Mr. K needs to work on defining high expectations for the quality of student work, and provide exemplars, rubrics, and guided practice to support students.
Evidence 1	During the lesson observed on September 30th, Mr. K passed back graded student made masks from a previous assignment. Two students sitting next to me exchanged masks to see each other's grades. One of the student's asked Mr. K, "How did she get an A, and I received a B? That's not fair, this mask took me forever. My mask is way better, look at it!" Mr. K responded, "Because she followed my instructions, you didn't." I went over to the student, to inquire about the instructions for the mask project. He informed me that Mr. K did not provide any instructions for the project, and that "he never does." I asked two other students if they knew how the masks were graded, and if a rubric was provided, and they told me that Mr. K does not use rubrics for his projects, "He just grades them."
Evidence 2	During the class observed on October 16th, Mr. K briefly described a new mural project to be completed for Hispanic Heritage Month. His description was provided to the students orally, without the use of visual aids or a written project description. Mr. K's description went as follows: "I've been asked to create a mural for Hispanic Heritage Month by next week. The mural will serve as the backdrop for the evening show. It needs to be bright and colorful so that it stands out. You must use paint, and you can work in pairs. I will put all of your work together to make one long paper mural. We must be finished by next week. Let's count off and get started." A student asked Mr. K, "What is the project supposed to look like when it's finished?" Mr. K responded, "Finished, it's supposed to look finished, now let's get started." As I walked around to different groups, students consulted with each other in an effort to determine what was expected of them for this project. I asked a student if she knew what to do, and she answered, "Not really, but I usually just do whatever and I pass, so it is what it is." Since there was no class discussion about acceptable and appropriate artifacts that students were expected to paint, I noticed that three different pairs of students all drew and painted the flag of the Dominican Republic.
Evidence 3	As observed on November 10 th , Mr. K did not provide guidance and support in the form of an exemplar to a group of students who requested one twice. Mr. K informed the students that he does not keep projects from previous years, and that it is best that students use their own creativity. A student from the group responded, "Well we don't know what to do then. We can't figure out how to make this model without an example." Mr. K informed them that, "other groups have figured it out, and you can too if you just brainstorm," and walked away. At the end of the class, while talking to that same group, I discovered that they had not produced anything the entire class period. They stated, "We are still confused."
Interpretation	Based on my evidence, Mr. K does not use instructional practices that reflect high expectations regarding content and quality of effort and work. Expectations for work products and the effort needed for such tasks are not communicated to students. As a result, students often do not know assignment objectives; understand how to approach tasks, produce quality work, and how their work will be assessed.
Rating/Judgment	Based on the Standards and Indicators of Effective Teaching Practice rubric, the evidence collected and referenced above for Standard II.A.1 Quality and Effort of Work is rated Unsatisfactory .

Comment [DK1]: Use the language directly from the Standards and Indicators of Effective Teaching Practice rubric to ground your claim and evidence.

Comment [DK2]: Reference specific observations and/or artifacts.

Comment [DK3]: Reference specific observations and/or artifacts.

Comment [DK4]: Reference specific observations and/or artifacts.

Comment [DK5]: When describing the emotional state of students (e.g., frustration, confusion, upset) be sure to cite specific quotations from students.

Comment [DK6]: Use rubric language based on the standards in your interpretation of evidence.

Comment [DK7]: In the interpretation of evidence, state how such observations impact student learning.

Step 4: Comments & Prescriptions

- Both the Evaluator and the Educator have the option of writing comments on the Formative Assessment Report.
- If necessary, based on evidence, provide clear standards-based prescriptions and actionable next steps for the educator to implement. Such prescriptions may refer to previously established goals.
- Any standard rated Needs Improvement or Unsatisfactory will require comments and action steps

Sample Comments & Prescriptions

Comments/Prescriptions	
	<p>Evidence indicates that Mr. K establishes no or low expectations around quality of work and effort and offers few supports for students to produce quality work and effort (Standard II.A.1). Therefore, to support Mr. K and his students, I recommend the following action steps, which will be further discussed in a meeting with Mr. K:</p> <ol style="list-style-type: none"> 1. Develop a standardized and consistent system of grading all assignments and projects that is clearly communicated to students in various forms (i.e. orally and in written form), and at <u>all phases</u> of the assignment (i.e. pre, during, and post) for their understanding. Utilize rubrics to assess projects, and explain the components of the rubric with the students. Provide students with a copy of the rubric that will be used to assess their work. In addition, comment on graded work in writing and/or orally, so that students know what they did well, and how they can improve their work. 2. Start to collect and research sample work and exemplars to save and share with students to assist them with identifying the characteristics of both quality and unsatisfactory work. Use such samples to engage students in a conversation about why the work products are exemplary and unsatisfactory, as well as the effort involved and expected in producing exemplary work. Providing students with samples is one form of support, but making yourself more available and consistently following up with students during class (especially those that are having difficulty) is an important form of support that I would also like you to improve. 3. Break projects into manageable stages for students, which can be accelerated for others as necessary. At each stage, develop and communicate your expectations (orally and in writing) to students so that they know and understand what they need to accomplish in order to successfully progress to the next stage of the project, and to be successful overall. Provide specific deadlines for each stage. <p>Again, we will discuss these prescriptions in detail and develop a <u>timeline</u>, as well as hear your suggestions and feedback when we meet.</p>

Comment [DK8]: Refer back to the rubric language for the Standard.

Comment [DK9]: Schedule a meeting to discuss written action steps/prescriptions, and comments for those rated Unsatisfactory and Needs Improvement. You want to clarify such information, and have a shared understanding of what is expected moving forward.

Comment [DK10]: Provide feedback that is actionable.

Comment [DK11]: Your prescriptions/comments should be directly connected to the Standard of focus, your claim, evidence, and interpretation as aforementioned.

Comment [DK12]: Be sure to establish a timeframe with the educator for implementing the prescriptions and action steps.

Step 5: Overall Rating

- After completing ratings on goals and standards, as well as all necessary rationales and comments/prescriptions, Evaluators will make an Overall Rating of
 - *Exemplary, Proficient, Needs Improvement, or Unsatisfactory.*
- Refer directly to the rubric for rating language.

Step 6: Sign-Off

- The Evaluator signs off electronically by typing his or her name.
- Clicking the “Share” button will release the Formative Assessment Report, allowing the Educator to have access to each part.
- The Educator must also sign off electronically, signaling that he or she has seen the Formative Assessment Report.
- Remind the Educator to sign-off on the Formative Assessment Report.

Step 7: Meet with Educator

- Evaluators are encouraged to meet with each Educator to discuss the Formative Assessment Report.
- Meetings are required within **5 days of sharing the Formative Assessment Report**, if any of the following is true:
 - The **Overall Rating** is *Needs Improvement* or *Unsatisfactory*,
 - The plan is changing,
 - The Educator requests a meeting.
 - Document meeting notes

Plan Changes

- Formative Assessments can cause a change in an Educator’s plan, if evidence suggests that the Overall Performance Rating is not at least proficient. The following examples do not represent all possible scenarios:
 - **Example:** An Educator on a Self-Directed Growth plan receives an Overall Rating of Needs Improvement on a Formative Assessment. The Evaluator can end the current plan, and assign the educator to a Directed Growth Plan.
 - **Example:** An Educator on a Directed Growth plan receives an Overall Rating of Proficient on the Formative Assessment. The Evaluator can end the current plan, and assign the educator to a Self-Directed Growth Plan.
 - **Note:** The Educator Plan type **may not be changed** with a Formative Assessment for Non-PTS educators/administrators on Developing Educator Plans, and any educator on an Improvement Plan. However, activities in such existing plans may be changed as a result of the Overall Performance Rating on a Formative Assessment.
- A plan change starts the evaluation cycle all over again, and requires a new self-assessment and goals, which should be informed by the recent Formative Assessment and previous feedback.
- If no plan change is necessary, indicate “Plan remains the same” on the Formative Assessment Report.

Next Steps

- Evaluator continues to collect evidence through observations and artifacts, provide feedback and support to the educator, and look for any response to feedback or trends in performance.

Should you need assistance at any stage of the Formative Assessment process, please contact the Office of Personnel & Recruitment

978-67-2162

Formative Assessment Template

Purpose: The purpose of this document is to provide evaluators with a sample template for completing Formative Assessments.

Progress on Goals

Student Learning Goal	Paraphrase or copy <u>student learning goal</u> as written by educator.
Rationale	Claim: Document your statement about the educator's progress towards attaining his/her student learning goal as previously established
	Evidence 1: Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
	Evidence 2: Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
	Evidence 3: Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
Interpretation	Provide your interpretation of the evidence in relation to your claim
Rating/Judgment	Progressing, No progress, Not Assessed at this time

Progress on Goals

Professional Practice Goal	Paraphrase or copy <u>professional learning goal</u> as written by the educator.
Rationale	Claim: Document your statement about the educator's progress towards attaining his/her professional practice goal as previously established
	Evidence 1: Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
	Evidence 2: Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
	Evidence 3: Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
Interpretation	Provide your interpretation of the evidence in relation to your claim
Rating/Judgment	Progressing, No progress, Not Assessed at this time

Performance on Standards

Standard	I. Curriculum, Planning, and Assessment
Rationale	Claim/Connection to Rubric: <i>Document your statement about the educator's performance on Standard in direct connection to the Massachusetts Standards and Indicators of Effective Teaching Practice Rubric. Use the rubric language in your claim.</i>
	Evidence 1: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
	Evidence 2: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
	Evidence 3: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
Interpretation	<i>Provide your interpretation of the evidence in relation to your claim.</i>
Rating/Judgment	Rating: Exemplary, Proficient, Needs Improvement, Unsatisfactory, or Not assessed at this time <i>Based on your claim, supporting evidence, and interpretation, rate the educator's performance. To determine a rating for each Standard, refer directly to the language used to describe the rating in the rubric.</i>

Performance on Standards

Standard	II. Teaching All Students
Rationale	Claim/Connection to Rubric: <i>Document your statement about the educator's performance on Standard in direct connection to the Massachusetts Standards and Indicators of Effective Teaching Practice Rubric. Use the rubric language in your claim.</i>
	Evidence 1: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
	Evidence 2: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
	Evidence 3: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
Interpretation	<i>Provide your interpretation of the evidence in relation to your claim.</i>
Rating/Judgment	Rating: Exemplary, Proficient, Needs Improvement, Unsatisfactory, or Not assessed at this time <i>Based on your claim, supporting evidence, and interpretation, rate the educator's performance. To determine a rating for each Standard, refer directly to the language used to describe the rating in the rubric.</i>

Performance on Standards

Standard	III. Family & Community Engagement
Rationale	Claim/Connection to Rubric: <i>Document your statement about the educator's performance on Standard in direct connection to the Massachusetts Standards and Indicators of Effective Teaching Practice Rubric. Use the rubric language in your claim.</i>
	Evidence 1: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
	Evidence 2: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
	Evidence 3: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
Interpretation	<i>Provide your interpretation of the evidence in relation to your claim.</i>
Rating/Judgment	Rating: Exemplary, Proficient, Needs Improvement, Unsatisfactory, or Not assessed at this time <i>Based on your claim, supporting evidence, and interpretation, rate the educator's performance. To determine a rating for each Standard, refer directly to the language used to describe the rating in the rubric.</i>

Performance on Standards

Standard	IV. Professional Culture
Rationale	Claim/Connection to Rubric: <i>Document your statement about the educator's performance on Standard in direct connection to the Massachusetts Standards and Indicators of Effective Teaching Practice Rubric. Use the rubric language in your claim.</i>
	Evidence 1: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
	Evidence 2: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
	Evidence 3: <i>Document the evidence that supports your claim: Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</i>
Interpretation	<i>Provide your interpretation of the evidence in relation to your claim.</i>
Rating/Judgment	Rating: Exemplary, Proficient, Needs Improvement, Unsatisfactory, or Not assessed at this time <i>Based on your claim, supporting evidence, and interpretation, rate the educator's performance. To determine a rating for each Standard, refer directly to the language used to describe the rating in the rubric.</i>

Comments & Prescriptions:

If necessary, based on your claims, evidence, and interpretation, provide clear standards-based comments and next steps for the educator to implement. Include actionable feedback.

Overall Performance Rating

Rating <i>Exemplary, Proficient, Needs Improvement, Unsatisfactory, or Not assessed at this time</i>	
Plan Moving Forward <i>Plan Remains the same Self-Directed Growth Plan Directed Growth Plan Improvement Plan Developing Educator Plan</i>	