Performance Standard 6: Assessment Uses
The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Sample Performance Indicators
Examples may include, but are not limited to:

The teacher:
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
6.5 Shares accurate results of student progress with students, parents, and key school personnel.
6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.
6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Contemporary effective teacher research has found that an effective teacher:
• Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.²¹
• Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.²²

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient…</td>
<td>Proficient is the expected level of performance.</td>
<td></td>
<td>The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.</td>
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<tr>
<td>The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</td>
<td>The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.</td>
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</tbody>
</table>

GO for 10!