

## Teacher Quality Standard III

**Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.**

Study after study shows the single most important factor determining the quality of the education a child receives is the quality of the teacher. Quality teachers have knowledge of content, curriculum, and standards. They are able to plan and implement instructional strategies in an effective and purposeful manner that enhances student learning and independence. Research shows that when implemented effectively and purposefully, the professional practices referenced in Standard III can result in an environment in which all students can learn and succeed.

### Element H

**Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.**

*Assessment always has more to do with helping students grow than with cataloging their mistakes.*

—Carol Ann Tomlinson

Professional practices referenced under each element of the Rubric for Evaluating Colorado Teachers are cumulative. Therefore, for teachers to be proficient in assessing student learning, they must administer a variety of assessments aligned to the learning outcomes. A Proficient teacher utilizes the results to document student progress and provide feedback to students and their families. Students have opportunities to monitor their learning and apply feedback in order to improve their work.

#### PARTIALLY PROFICIENT RATING LEVEL

##### PROFESSIONAL PRACTICES: THE TEACHER:

- Implements appropriate strategies for assigning grades.

When assigning and calculating grades, teachers should refer to and adhere to district guidelines.

- Evaluates student performance based on multiple measures.

If teachers are to use assessment data to inform instruction and support student growth, student performance must be measured using multiple tools. When summative assessments, or tests, are the only measurement utilized, neither teachers nor students have opportunities to make adjustments during the learning process that can increase student success.



[Click here to go back to the table of contents and view the resource guide in its entirety.](#)

Examples of multiple measures:

- Exit tickets
  - Observations
  - Interviews
  - Homework
  - Classwork
  - Projects
  - Essays or reports
- Includes documentation of student progress toward mastery of state content standards in assessment plans.

The purpose of assessment is to guide a teacher's instruction and support students in improving their work, monitoring their learning, and making progress towards learning outcomes. Therefore, the components of an effective **assessment plan** include:

- Clearly articulated student learning outcomes aligned to Colorado Academic Standards.
- Criteria and timeline for assessment collection linked to each outcome or unit goal.
- Evidence of student progress towards learning outcomes or unit goals at each point on the assessment timeline.
- Instructional implications for individual students and groups of students based on assessment data.



[Click here to go back to the table of contents and view the resource guide in its entirety.](#)