Element Ib (2): Tracking Student Progress in a CBE Classroom

Element Ib (2): Teacher Evidence Chart

Design Area I: The teacher designs and communicates proficiency scales that help students understand the progression of knowledge they are expected to master for specific measurement topics.
Reflection Question: What do I typically do to track student progress?

Level 2 (Developing)- Teacher Evidence	Level 3 (Applying) or 4 (Innovating)- Student Evidence of Desired Effects
I systematically: • *track the progress of individual students on the proficiency scales* • *track progress of the entire class by showing what percentage of students scored at a proficient (3.0) level or above for a particular assessment* • *ask students to set goals relative to the proficiency scales and track their own progress* • *design assessments that generate formative scores for proficiency scales* *I thoroughly understand:* • *the nature of tracking student progress in terms of enhancing students' learning* • *the various ways I can use tracking student progress in the classroom*	*My students commonly:* • *update their status on a proficiency scale by tracking their progress* • *examine their progress on specific topics* *My students:* • *can describe how they have progressed on a particular proficiency scale* • *can describe what they need to do to get to the next level of performance on a proficiency scale in their own words*

Element Ib (2): Decision Making Protocol

	Tracking Student Progress in a CBE Classroom	
	If YES- Score Yourself 4.0	*If NO- Score Yourself 3.0*
Innovating (Score 4.0) STEP C	*I identify students who are not experiencing the desired effects regarding tracking student progress and make adaptations to meet their specific needs*	
	If YES- Go to Step C	*If NO- Score Yourself 2.0*
Applying (Score 3.0) STEP B	*The majority of my students exhibit the necessary behaviors and understanding about tracking student progress*	
	If YES- Go to Step B	
Developing (Score 2.0) STEP A	*I systematically engage in critical strategies for tracking student progress and am well versed in how and why they work*	
	If NO- Go to Step D	
Beginning (Score 1.0) STEP D	*I use some of the instructional strategies for tracking student progress but am not sure I'm using them correctly*	
	If YES- Score Yourself 1.0	*If NO- Score Yourself 0.0*
Not Using (Score 0.0)	*I do not use any of the instructional strategies for tracking student progress*	

Element Ib (2): Self-Reflection Scale

	4 *Innovating*	3 *Applying*	2 *Developing*	1 *Beginning*	0 *Not Using*
Tracking Student Progress	*I engage in all behaviors at the Applying level. In addition, I identify those students who do not exhibit the desired effects and develop strategies and activities to meet their specific needs.*	*I engage in activities to track student progress without significant errors or omissions AND the majority of students exhibit the desired effects.*	*I engage in activities to track student progress without significant errors or omissions.*	*I engage in activities to track student progress but do so with errors or omissions such as not keeping track of the progress of individual students and not making students aware of their individual progress.*	*I do not engage in activities to track student progress.*