

Walk-Through Assessment

| Competency | Absent | Developing | Acceptable | Mastery |
|--|-----------------------------|---|--|--|
| 1. Conducts quick, frequent classroom observations. | No opportunity to evaluate. | The observation plan or walkthrough records indicate a sporadic or infrequent pattern of classroom visits. | The observation plan or walkthrough records indicate a regular pattern of brief classroom visits. | The plan or records indicate a regular pattern of both brief and traditional classroom visits across all teachers and grade levels. |
| 2. Records worthwhile information about student learning within a shared framework. | No opportunity to evaluate. | Data collected reflects teacher behaviors that are not connected to student learning or a shared framework. | Data collected reflects how teacher, students, and the classroom environment impact student learning and relate to a shared framework. | Data provides powerful evidence of student learning with a shared framework of teaching and learning. |
| 3. Provides prompt, useful feedback that feeds forward. | No opportunity to evaluate. | Collected data may be shared with little useful feedback. | Collected data is shared with the teachers observed, along with useful comments. | Collected data is discussed with teachers within the shared framework of student learning. |
| 4. Quality of Writing | No opportunity to evaluate. | The conventions and/or structures of writing detract from the writer's meaning. Many obvious and/or distracting errors indicate a lack of proofreading. | The conventions and structures of writing allow the reader to understand the points made. There are obvious and/or distracting errors | The conventions and structures of writing make the writer's ideas clear and easy to follow. There are no obvious or distracting errors |