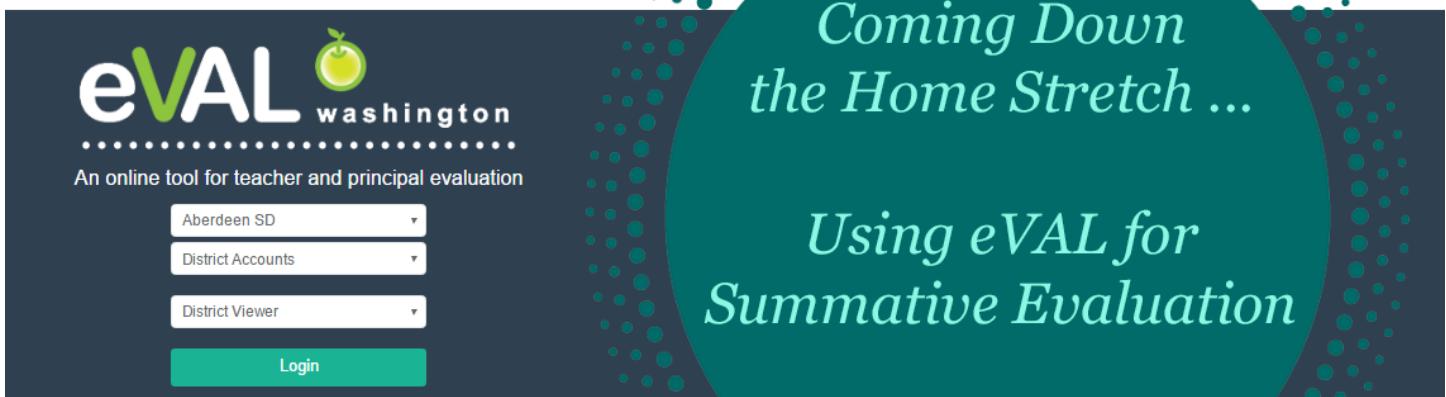


New Version!

Welcome to eVAL 2.0



The screenshot shows the eVAL Washington website homepage. At the top left is the logo "eVAL" with a green apple icon above the word "washington". Below the logo is the text "An online tool for teacher and principal evaluation". There are three dropdown menus: "Aberdeen SD", "District Accounts", and "District Viewer". A teal "Login" button is at the bottom right of the menu area. To the right of the login button is a teal circle containing the text "Coming Down the Home Stretch ...". Below the circle is another teal circle containing the text "Using eVAL for Summative Evaluation".

The Principal's (Evaluator's) Guide to Summative Scoring and Generating the Final Evaluation Report

This guide includes two sections on the summative evaluation process:

one for evaluators who have packaged evidence throughout the evaluation process, and ...

another for those evaluators who have not

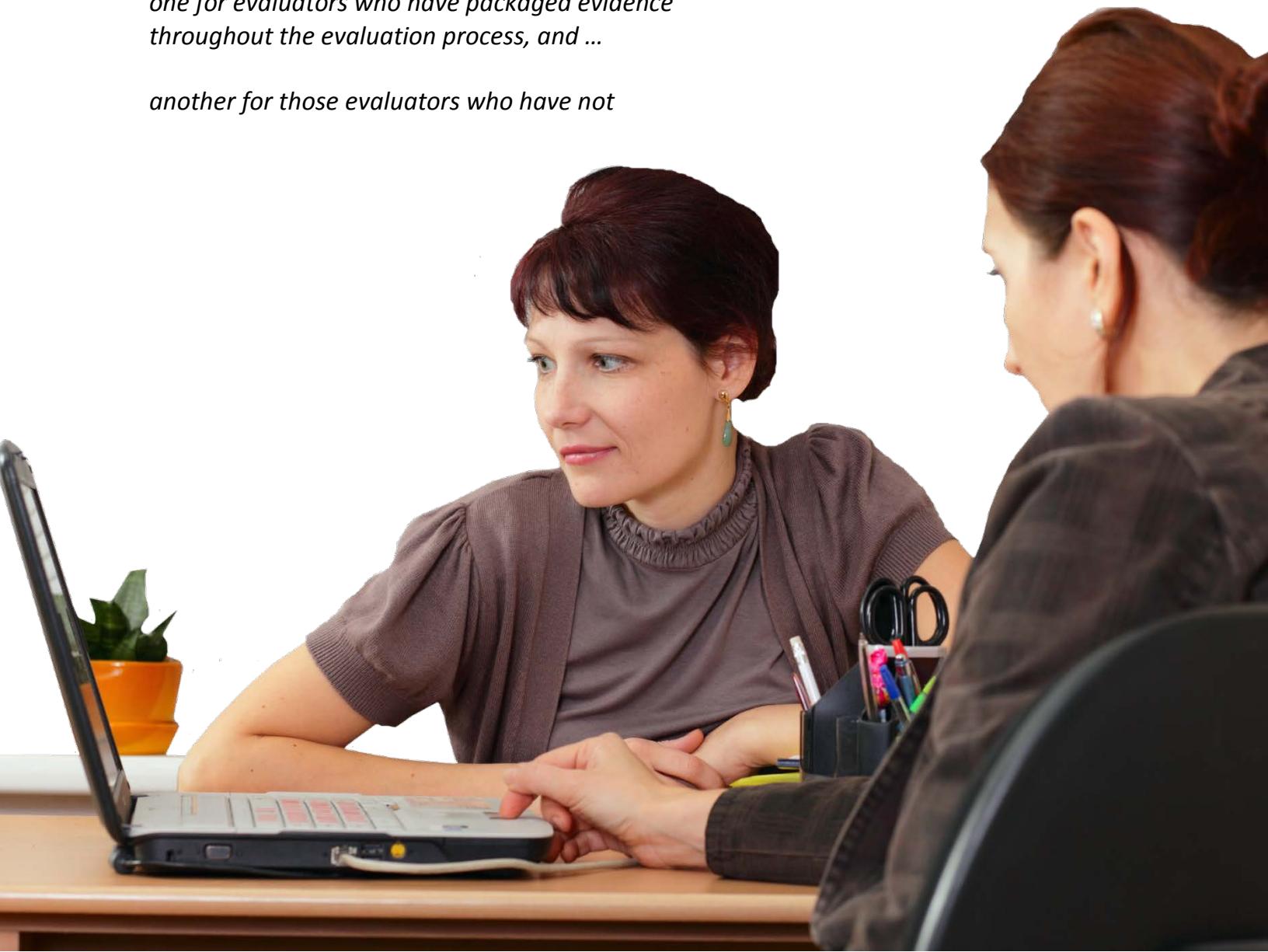


TABLE OF CONTENTS

SUMMATIVE EVALUATION FOR PRINCIPALS WHO HAVE PACKAGED EVIDENCE

Background scenario for the sample in this tutorial, and a short glossary of terms	Page 3
Sharing DRAFT data with the teacher.....	Page 4
Scoring the Criteria evidence.....	Page 5
Generating and sharing the final, official summative evaluation report with the teacher	Page 15
Appendix A: Sample evaluation report for evaluators who have packaged evidence.....	Page 17

SUMMATIVE EVALUATION FOR PRINCIPALS WHO HAVE NOT PACKAGED EVIDENCE

Background scenario for the sample in this tutorial, and a short glossary of terms	Page 9
Sharing DRAFT data with the teacher.....	Page 10
Scoring the Criteria evidence.....	Page 11
Generating and sharing the final, official summative evaluation report with the teacher	Page 15
Appendix B: Sample evaluation report for evaluators who have NOT packaged evidence.....	Page 23

Background Scenario:

For the example used in this part of the tutorial, the follow actions have taken place:

- The teacher is on a focused evaluation plan (C3).
- The District Administrator of eVAL has selected settings that allow the evaluator to over-ride the district settings for reports.
- In addition, the following has taken place:

Self-Assessment:

- The teacher has completed a self-assessment and shared it with the evaluating principal.

Student Growth Goal (SGG):

- The teacher has responded to the SGG prompt (C3).
- The teacher has written a SGG for C3.
- The principal has scored the SGG and has signed off on it.
- The teacher has submitted artifacts that <hopefully> provide evidence of achieving the goal.
- The principal has packaged** the teacher's SGG evidence.

Observations:

- The principal has conducted two observations, and has scripted the activity.
- The principal has collected* evidence from each observation.
- The principal has packaged** the evidence.
- The principal has not scored the evidence.
- The principal has not scored the observation.
- The principal has marked each observation as complete.

GLOSSARY

* Collecting evidence = connecting the evidence to a component in the district's instructional framework. AKA "coding."

** Packaging evidence = aligning the evidence to language in the rubric. (Packaging evidence **does not require** an evaluator to "score" the evidence on the score bar. Rather, it is simply aligning the evidence to the appropriate language in the rubric, and will benefit the evaluator later on when it comes time to score the observation or criteria.)
To provide summative scores of a teacher's evidence, follow these steps:

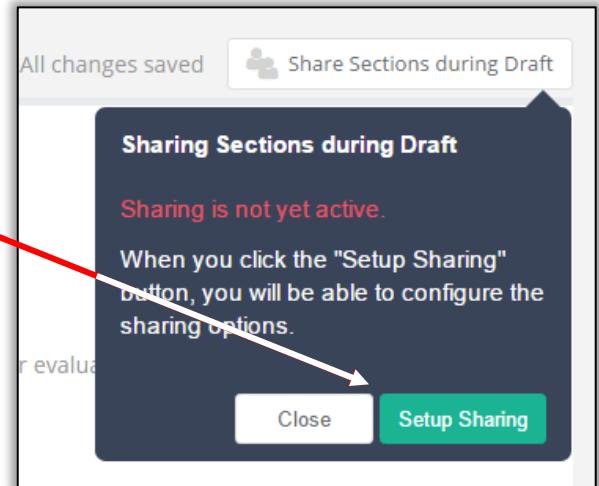
Sharing Draft Data with the Teacher

Using the menu on the left, select the teacher from the drop-down menu, and then click **Summative Evaluation**.

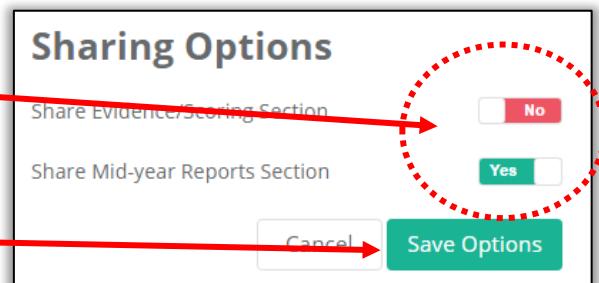
1. Please note of the distinction between the meaning of the term **DRAFT** and **FINAL**.
2. Read the information on the entire page about the summative evaluation workflow within the eVAL tool.

The screenshot shows the 'Overview' page with a navigation bar at the top. On the right, it says 'Focused: C3' and 'Teacher A'. Below the navigation bar, there is a message box with the title 'Final report status: DRAFT'. It contains text explaining that once requirements are met and a final review is completed, the report can be sent to the teacher for final receipt and optional response. It also mentions that sections like Evidence/Scoring and Mid-year Reports are shared during the draft stage. Below this, there are tabs for 'Overview', 'Evidence/Scoring', 'Mid-Year Reports', 'End of Year Conference', and 'Final Report'. The 'Final Report' tab is selected. At the top right of the main area, there is a button labeled 'All changes saved' with a person icon, and next to it is another button labeled 'Share Sections during Draft' with a person icon. A red arrow points from the text above to this 'Share Sections during Draft' button.

If you wish to share the **DRAFT** data in the **Evidence/Scoring** tab or the **Mid-Year Report** tab, click on the button on the right called **Share Sections During Draft**. A notification window will appear, most likely alerting you that sharing has not yet been activated. IF this is the case, click on the green **Setup Sharing** button.

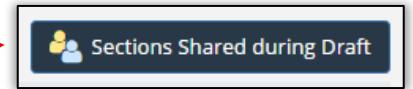


A dialog box will be displayed, allowing you to select the sections (tabs) that have the data you wish to share. To share the data, click in the small space to the left of the red **No** button, and the **No** will change to a **Yes** to indicate that the data in that section will be shared with the teacher.



When you have made your selections, click on the green **Save Options** button.

Back on the **Overview** page, the button will now indicate that the selected data has been shared with the teacher.



Scoring the Criteria Evidence

1. Click on the tab called **Final Report** at the top.
2. If there is anything that is keeping the summative evaluation report from being finalized, it will be displayed in the table that appears in the blue section. In the case below, there is a missing Criteria score for C3 for a teacher on a focused plan. To address this, go to the **Evidence/Scoring** tab, and continue with these instructions. (*If there are no issues listed in this table that need to be resolved, skip ahead to Page 15 of this tutorial to learn to generate the final summative report.*)

The screenshot shows the 'Final Report' status screen. A red box labeled '1' highlights the 'Final Report' tab in the top navigation bar. Another red box labeled '2' points to a table below containing a single row: 'Missing Criteria Scores' under 'Issue', 'C3' under 'Details', and 'Evidence/Scoring' under 'Section'. The table has three columns: Issue, Details, and Section.

Issue	Details	Section
Missing Criteria Scores	C3	Evidence/Scoring

To continue from the example above, the **Evidence/Scoring** tab has been selected. Notice that in the **Rubric Navigator**, the green **Evidence** button is selected, and that numbers appear under the columns entitled **Collected** and **Packaged**.

The screenshot shows the 'Evidence/Scoring' tab selected. A red arrow points from the 'Evidence Only' section of the Rubric Navigator to the 'Evidence' tab in the top right. Another red arrow points to the 'Collected' and 'Packaged' counts for each item in the list. The 'Evidence' tab is highlighted in green.

	Evidence Only	Collected	Packaged
C3	Recognizing individual student learning needs and developing strategies to address those needs.	12	8
1b	Demonstrating Knowledge of Students	5	5
3e	Demonstrating Flexibility and Responsiveness	5	3
SG 3.1	Establish Student Growth Goal(s)	1	
SG 3.2	Achievement of Student Growth Goal(s)	1	

To drill down and get even more information about the evidence that has been collected and aligned to the rubric, follow these steps:

1. Click on the green **Performance** button in the **Rubric Navigator**.
2. A black score appears for each component that was scored before the principal signed off on the SGG goal.
3. If evidence has been packaged (aligned to the language in the rubric, but not necessarily scored), those packages will be noted and quantified with small gray circles on the proficiency levels. The numerals in those circles indicate the number of times evidence for that component has been aligned to that proficiency level.
4. A summary of evidence package alignments will be displayed on the score bar.

The screenshot shows the Evidence/Scoring interface with the following components:

- Top Navigation:** Evidence/Scoring, Mid-Year Reports, End of Year Conference, Final Report, All changes saved, Share, Send Final Report.
- Rubric Navigator (Right Side):**
 - Performance Tab:** Selected (green background).
 - Evidence Only:** Unselected (gray background).
 - Components:**
 - C3: Recognizing individual student learning needs and developing strategies to address those needs.
 - 1b: Demonstrating Knowledge of Students
 - 3e: Demonstrating Flexibility and Responsiveness
 - SG 3.1: Establish Student Growth Goal(s)
 - SG 3.2: Achievement of Student Growth Goal(s)
 - Proficiency Levels:** C3, Uns, Bas, Pro, Dis.
 - Score Bar:** Shows a red box labeled '4' with a red arrow pointing down to the 'Pro' column for component C3.

If you want more information about the evidence that has been packaged (aligned to the language in the rubric), click on the component in the **Rubric Navigator**, and scroll down the page to view the details.

The screenshot shows the Rubric Navigator with the following details:

- Tab Selection:** Evidence (green background) is selected, while Performance is unselected (gray background).
- Components:**
 - C3: Recognizing individual student learning needs and developing strategies to address those needs. Status: Collected (12), Packaged (8).
 - 1b: Demonstrating Knowledge of Students. Status: Collected (5), Packaged (5).
 - 3e: Demonstrating Flexibility and Responsiveness. Status: Collected (5), Packaged (3).
 - SG 3.1: Establish Student Growth Goal(s). Status: Collected (1), Packaged (1).
 - SG 3.2: Achievement of Student Growth Goal(s). Status: Collected (1), Packaged (1).

Please Note:
Once a component has been selected, the evidence that has been aligned to it can be scores, but this is not required.

Each piece of evidence will be listed and described individually in the **Packaged Evidence** section (further down the page).

Packaged Evidence

Source: Observation (Obs 2016-2017.2) Created: Mar 29, 2017

Rubric Statement

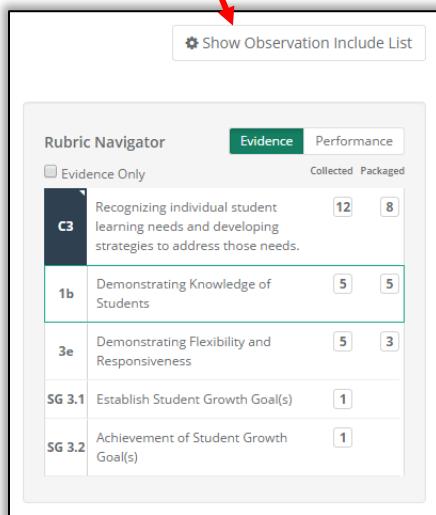
P Teacher understands the active nature of student learning and attains information about levels of development for groups of students.

Type: Observation Notes Created: Mar 29, 2017

Content: teacher did something

Obs. not included in report: not selected for inclusion

An orange notification that indicates that this evidence is not included in the (mid-year or final) report will tell you why. If it's because it has not been selected for inclusion, click on the button above the **Rubric Navigator** that enables you to **show** or **hide** the list of observations, and follow the instructions directly below. Otherwise, skip to the next page of this tutorial.



A new area of the workspace will appear. Insert a checkmark by each observation you wish to include in your report. Then hide the list of observations, if you wish.

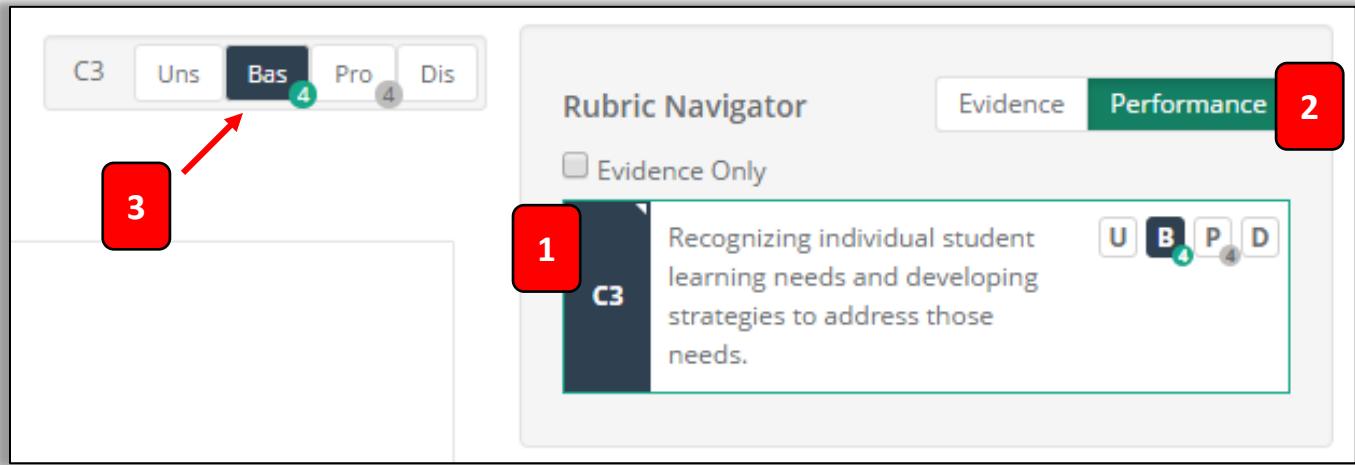
Include	Complete	Status	Observation Date	Evaluator	Observation ID	Observation Title
<input checked="" type="checkbox"/>	Yes	Locked/Sealed	Mar 27, 2017	Principal A	Obs 2016-2017.1	Obs 2016-2017.1
<input checked="" type="checkbox"/>	Yes	Locked/Sealed	Mar 30, 2017	Principal A	Obs 2016-2017.2	Obs 2016-2017.2

Note: Observations must be complete before they can be included in the report.

If the orange notification (discussed at the top of this page) indicates that the observation has not been marked **complete**, go to that Observation's module, send the **Observation Report** to the teacher if needed, and then mark it as **complete**.

Now ... it's time to assign a Criteria score in the **Evidence/Scoring** tab.

1. Click on the state's Criteria that appears at the top of the table in the **Rubric Navigator**.
2. It is recommended that you also activate the green **Performance** button at the top of the **Rubric Navigator**.
3. After reviewing the packaged and scored evidence in the **Rubric Navigator** and/or on the page, assign a score for that Criteria in the **Score Bar**.



Repeat the instructions on Pages 5 through 8 of this tutorial for each criteria that needs a score.

For the example used on Pages 5 through 8, a teacher on a focused plan (C3) was used. Here is how the principal scored the Criteria and components for C3 in the Evidence/Scoring tab for that teacher's summative evaluation.

	C3	Recognizing individual student learning needs and developing strategies to address those needs.	U	B 4	P 4	D
1b		Demonstrating Knowledge of Students	U	B 3	P 2	D
3e		Demonstrating Flexibility and Responsiveness	U	B 1	P 2	D
SG 3.1		Establish Student Growth Goal(s)	U	B	P	D
SG 3.2		Achievement of Student Growth Goal(s)	U	B	P	D

Please Note:

*It is not required that you score each component in order to generate a <mid-year or final> summative report. However, you **must** score the state's Criteria.*

To generate and send the final summative report to the teacher ...
... for their review and comment (but not for their approval), please see Pages 15-16 of this tutorial.

To see the sample final report...
that was generated as a result of this collection of scores (and specifically, the Criteria Score) please see **Appendix A** on Page 17 of this tutorial.

Summative Evaluation for Principals who have NOT Packaged Evidence

Background Scenario:

For the example used in this part of the tutorial, the follow actions have taken place:

- The teacher is on a focused evaluation plan (C3).
- The District Administrator of eVAL has selected settings that allow the evaluator to over-ride the district settings for reports.
- In addition, the following has taken place:

Self-Assessment:

- The teacher has completed a self-assessment and shared it with the evaluating principal.

Student Growth Goal (SGG):

- The teacher has responded to the SGG prompt (C3).
- The teacher has written a SGG for C3.
- The principal has scored (but not packaged**) the SGG goal, and has signed off on it.
- The teacher has submitted artifacts that <hopefully> provide evidence of achieving the goal.
- The principal has not packaged** or scored the teacher's SGG evidence.

Observations:

- The principal has conducted two observations, and has scripted the activity.
- The principal has collected* evidence from each observation.
- The principal has not packaged** or scored the evidence.
- The principal has not scored the observation.
- The principal has marked each observation as **complete**.

GLOSSARY

* *Collecting evidence = connecting the evidence to a component in the district's instructional framework. AKA "coding."*

** *Packaging evidence = aligning the evidence to language in the rubric. (Packaging evidence **does not** require an evaluator to "score" the evidence on the score bar. Rather, it is simply aligning the evidence to the appropriate language in the rubric, and will benefit the evaluator later on when it comes time to score the observation or criteria.)*

Sharing Draft Data with the Teacher

Using the menu on the left, select the teacher from the drop-down menu, and then click **Summative Evaluation**.

1. Please note of the distinction between the meaning of the term **DRAFT** and **FINAL**.
2. Read the information on the entire page about the summative evaluation workflow within the eVAL tool.

The screenshot shows the 'Overview' page with a navigation bar at the top. On the right, it says 'Focused: C3' and 'Teacher A'. Below the navigation bar, there is a message box with the title 'Final report status: DRAFT'. It contains text explaining that once requirements are met and a final review is completed, the report can be sent to the teacher for final receipt and optional response. It also mentions that sections like Evidence/Scoring and Mid-year Reports are shared during the draft stage. Below this, there are tabs for 'Overview', 'Evidence/Scoring', 'Mid-Year Reports', 'End of Year Conference', and 'Final Report'. The 'Final Report' tab is selected. At the top right of the main area, there is a button labeled 'All changes saved' with a person icon, and next to it is another button labeled 'Share Sections during Draft' with a person icon. A red arrow points from the text above to this button.

If you wish to share the **DRAFT** data in the **Evidence/Scoring** tab or the **Mid-Year Report** tab, click on the button on the right called **Share Sections During Draft**. A notification window will appear, most likely alerting you that sharing has not yet been activated. IF this is the case, click on the green **Setup Sharing** button.

A modal dialog box titled 'Sharing Sections during Draft' is shown. It contains the message 'Sharing is not yet active.' followed by 'When you click the "Setup Sharing" button, you will be able to configure the sharing options.' At the bottom are two buttons: 'Close' and 'Setup Sharing'. A red arrow points from the text above to this window.

A dialog box will be displayed, allowing you to select the sections (tabs) that have the data you wish to share. To share the data, click in the small space to the left of the red **No** button, and the **No** will change to a **Yes** to indicate that the data in that section will be shared with the teacher.

A dialog box titled 'Sharing Options' is shown. It has two checkboxes: 'Share Evidence/Scoring Section' (with a 'No' button) and 'Share Mid-year Reports Section' (with a 'Yes' button). At the bottom are 'Cancel' and 'Save Options' buttons. A red arrow points from the text above to the 'No' button of the first checkbox.

When you have made your selections, click on the green **Save Options** button.

Back on the **Overview** page, the button will now indicate that the selected data has been shared with the teacher.

A button on the 'Overview' page is shown with the text 'Sections Shared during Draft' and a person icon. A red arrow points from the text above to this button.

Scoring the Criteria Evidence

1. Click on the tab called **Final Report** at the top.
2. If there is anything that is keeping the summative evaluation report from being finalized, it will be displayed in the table that appears in the blue section. In the case below, there is a missing Criteria score for C3 for a teacher on a focused plan. To address this, go to the **Evidence/Scoring** tab, and continue with these instructions. (*If there are no issues listed in this table that need to be resolved, skip ahead to Page 15 of this tutorial to learn to generate the final summative report.*)

The screenshot shows the 'Final Report' status screen. At the top, a message says 'Final report status: DRAFT'. Below it, a note states: 'Once you have met all the requirements, and have completed your final review, you are ready to send the official report to the teacher for final receipt and optional response. When the report is in Draft, the evaluator can choose to share the Evidence/Scoring and/or Mid-year Reports sections, prior to sending the report. Once the report is sent, the Evidence/Scoring, Mid-year Reports and Final Report sections will be visible to the teacher. To see the status of the tasks necessary to prepare the report, see the Final Report section.' A red box labeled '1' highlights the 'Final Report' tab in the navigation bar. Another red box labeled '2' points to a table listing issues: 'Missing Criteria Scores' under 'Issue', 'C3' under 'Details', and 'Evidence/Scoring' under 'Section'.

To continue from the example above, the **Evidence/Scoring** tab has been selected. Notice that in the **Rubric Navigator**, the green **Evidence** button is selected, and the numbers appear under the column entitled **Collected**, but not under **Packaged**.

The screenshot shows the 'Evidence/Scoring' tab selected. On the left, there's a statement of performance for criterion C3. On the right, the 'Rubric Navigator' is open, showing a list of items with their respective scores. Red arrows point from the 'Evidence' tab in the Rubric Navigator to the 'Evidence Only' section of the navigator. The 'Evidence' tab is highlighted in green, while the 'Performance' tab is grey.

Item	Score
C3 - Recognizing individual student learning needs and developing strategies to address those needs.	12
1b - Demonstrating Knowledge of Students	4
3e - Demonstrating Flexibility and Responsiveness	3
SG 3.1 - Establish Student Growth Goal(s)	3
SG 3.2 - Achievement of Student Growth Goal(s)	2

To drill down and get even more information about the evidence that has been collected and aligned to the rubric, follow these steps:

1. Click on the green **Performance** button in the **Rubric Navigator**.
2. A black score appears for each component that was scored before the principal signed off on the SGG goal.
3. No evidence has been packaged (aligned to the language in the rubric) or scored, so black scores for those components will not be noted.
4. Nothing will be displayed on the score bar.

The screenshot shows the Evidence/Scoring interface. At the top, there are tabs for Evidence/Scoring, Mid-Year Reports, End of Year Conference, and Final Report. On the right, there are buttons for Share and Send Final Report, with a message "All changes saved". Below these are buttons for Show Observation Include List and a red box labeled "4". In the center, there's a box for Criteria C3: "Recognizing individual student learning needs and developing strategies to address those needs." Below it is a "Statement of Performance" box containing the text "This is the statement of performance provided by the evaluating principal." There's also a "Show Rubric?" checkbox. To the right is the Rubric Navigator, which is set to "Performance" mode (indicated by a red box labeled "1"). The Rubric Navigator shows the following components and their scores:

Component	Score
C3	U B P D
1b - Demonstrating Knowledge of Students	B P D (red box labeled "3")
3e - Demonstrating Flexibility and Responsiveness	B P D (red box labeled "2")
SG 3.1 - Establish Student Growth Goal(s)	B P D (red arrow pointing from "3")
SG 3.2 - Achievement of Student Growth Goal(s)	B P D (red arrow pointing from "2")

If you want more information about the evidence that has been collected (connected to a component in the instructional framework), click on the component in the **Rubric Navigator**, and view the details to the left of the **Rubric Navigator**. At this point, you may wish to score each component, as well as the main Criteria (in the case below, that would be C3).

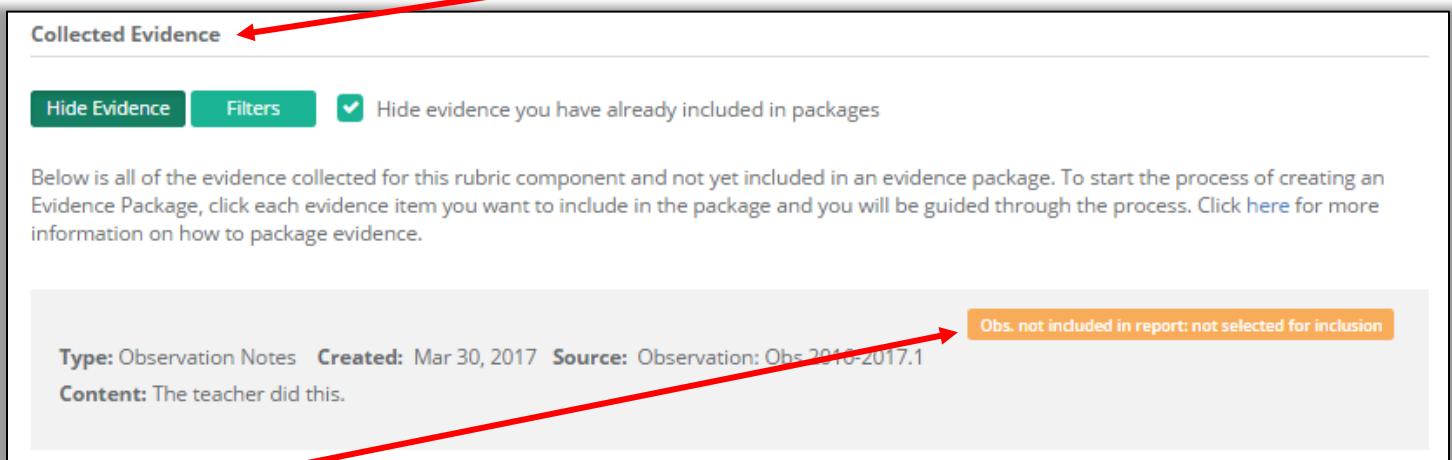
The screenshot shows the Rubric Navigator. A red arrow points to the component "1b - Demonstrating Knowledge of Students", which is highlighted with a green border. To the right, there is a "Please Note:" section with the following text:

Please Note:
Once a component has been selected, it can also be scored on the score bar.

The Rubric Navigator table remains the same as in the previous screenshot:

Component	Score
C3	U B P D
1b - Demonstrating Knowledge of Students	B P D (highlighted with a green border)
3e - Demonstrating Flexibility and Responsiveness	B P D
SG 3.1 - Establish Student Growth Goal(s)	B P D
SG 3.2 - Achievement of Student Growth Goal(s)	B P D

Each piece of collected evidence will be listed in the **Collected Evidence** section (further down the page).



Collected Evidence

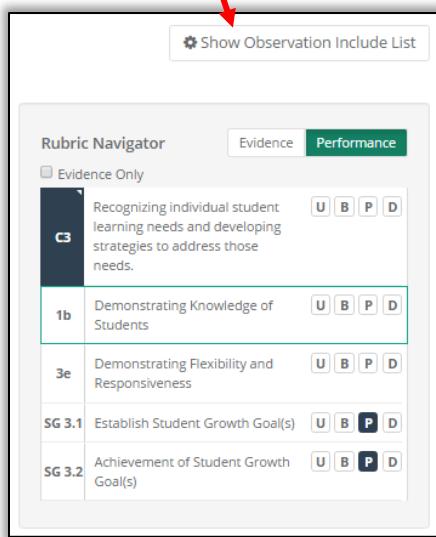
Hide Evidence **Filters** Hide evidence you have already included in packages

Below is all of the evidence collected for this rubric component and not yet included in an evidence package. To start the process of creating an Evidence Package, click each evidence item you want to include in the package and you will be guided through the process. Click [here](#) for more information on how to package evidence.

Type: Observation Notes Created: Mar 30, 2017 Source: Observation: Obs 2016-2017.1
Content: The teacher did this.

Obs. not included in report: not selected for inclusion

An orange notification that indicates that this evidence is not included in the (mid-year or final) report will tell you why. If it's because it has not been selected for inclusion, click on the button above the **Rubric Navigator** that enables you to **show** or **hide** the list of observations, and follow the instructions directly below. Otherwise, skip to the next page of this tutorial.



Show Observation Include List

Rubric Navigator Evidence Performance

Evidence Only

Recognizing individual student learning needs and developing strategies to address those needs. **U B P D**

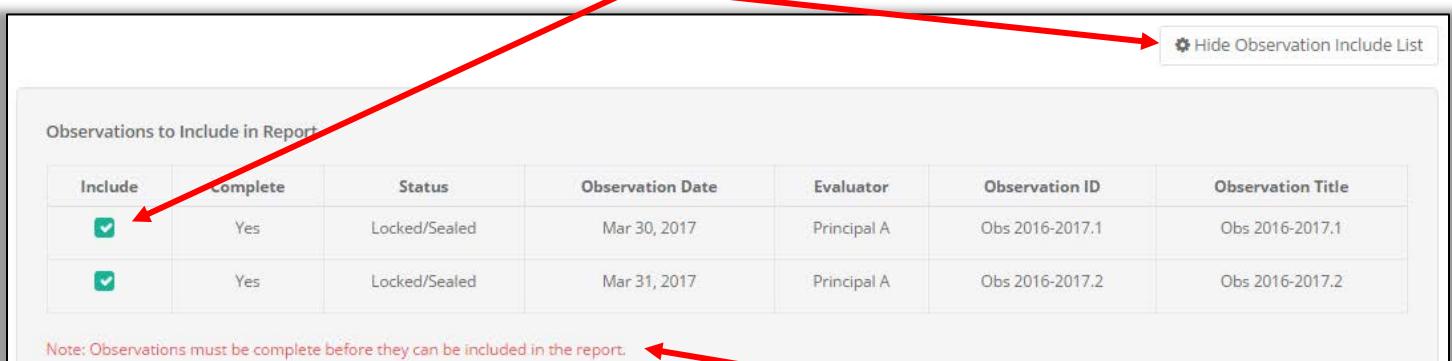
1b Demonstrating Knowledge of Students **U B P D**

3e Demonstrating Flexibility and Responsiveness **U B P D**

SG 3.1 Establish Student Growth Goal(s) **U B P D**

SG 3.2 Achievement of Student Growth Goal(s) **U B P D**

A new area of the workspace will appear. Insert a checkmark by each observation you wish to include in your report. Then hide the list of observations, if you wish.



Observations to Include in Report Hide Observation Include List

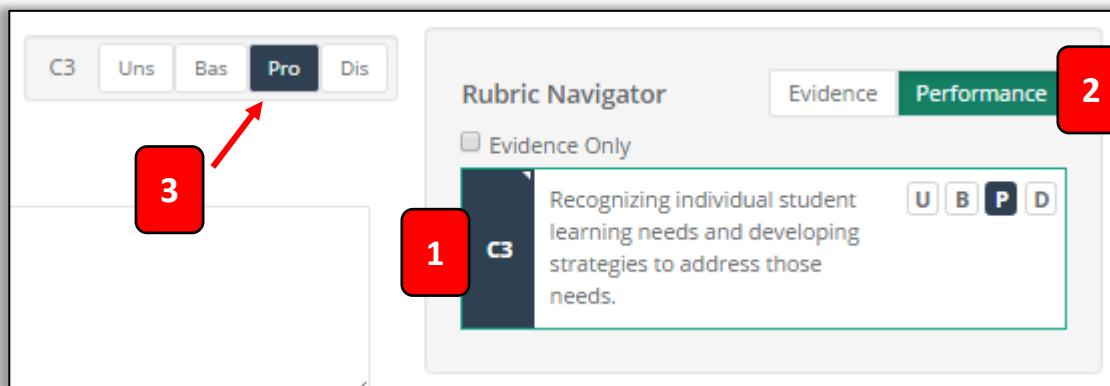
Include	Complete	Status	Observation Date	Evaluator	Observation ID	Observation Title
<input checked="" type="checkbox"/>	Yes	Locked/Sealed	Mar 30, 2017	Principal A	Obs 2016-2017.1	Obs 2016-2017.1
<input checked="" type="checkbox"/>	Yes	Locked/Sealed	Mar 31, 2017	Principal A	Obs 2016-2017.2	Obs 2016-2017.2

Note: Observations must be complete before they can be included in the report.

If the orange notification (discussed at the top of this page) indicates that the observation has not been marked **complete**, go to that Observation's module, send the **Observation Report** to the teacher if needed, and then mark it as **complete**. Then you'll be able to return to this web page and include the data from the observation in the report you are preparing.

Now ... it's time to assign a Criteria score in the **Evidence/Scoring** tab.

1. Click on the state's Criteria that appears at the top of the table in the **Rubric Navigator**.
2. It is recommended that you also activate the green **Performance** button at the top of the **Rubric Navigator**.
3. After reviewing the collected evidence in the **Rubric Navigator** and/or on the page, assign a score for that Criteria in the **Score Bar**.



Repeat the instructions on Pages 11 through 14 of this tutorial for each criteria that needs a score.

For the example used on Pages 11 through 14, a teacher on a focused plan (C3) was used. Here is how the principal scored the Criteria (but not the components) for C3 in the Evidence/Scoring tab for that teacher's summative evaluation.

Rubric Navigator		Evidence	Performance
<input type="checkbox"/> Evidence Only			
C3	Recognizing individual student learning needs and developing strategies to address those needs.	U B P D	
1b	Demonstrating Knowledge of Students	U B P D	
3e	Demonstrating Flexibility and Responsiveness	U B P D	
SG 3.1	Establish Student Growth Goal(s)	U B P D	
SG 3.2	Achievement of Student Growth Goal(s)	U B P D	

Please Note:

As you can see, it is not required that you score each component in order to generate a <mid-year or final> summative report. However, you must score the state's Criteria.

To generate and send the final summative report to the teacher ...
... for their review and comment (but not for their approval), please see Pages 15-16 of this tutorial.

To see the sample final report...
that was generated as a result of this collection of scores, and specifically, the Criteria Score, please see **Appendix B** on Page 23 of this tutorial.

Generating and Sharing the Final, Official Summative Evaluation Report with the Teacher

Refer to the work flow diagram and information on the Overview tab in eVAL's Summative Evaluation section.

When there are no lingering issues to resolve and the principal has made all final revisions, click on the **Final Report** tab.

1. A message will appear at the top of the large blue area, indicating that the report is ready to send to the teacher for their final review and optional comments. (**The principal is NOT sending it to the teacher for their approval.**)
2. Select your **Override Options** if desired.
3. To see more report options, click on the **Show Report Settings** button. (See the following page for more info.)
4. Send the **Final Report** to the teacher for their review and optional comments on the report.

The screenshot illustrates the workflow for generating a final summative evaluation report. It is divided into four main sections, each marked with a red box and a number:

- 1**: The report is ready to send to the teacher. This message is displayed in a large blue area at the top of the screen.
- 2**: Override Options (optional). This section contains two checkboxes:
 - Drop to Paper:** I will use a paper process for signature and submission (an electronic copy showing it was "dropped to paper" will be automatically generated as well)
 - Bypass Receipt:** Create and complete the official report without sending the report to the teacher for their receipt and optional response.
- 3**: Top right corner buttons: **Show Report Settings** (with a gear icon) and **Create Draft PDF**.
- 4**: Bottom right corner button: **Send Final Report to Teacher**.

Below the interface, the generated **eVal Final Report** is shown:

1

eVal Final Report
Battle Ground SD 2016 - 2017
Teacher A , Battle Ground SD School 1

Current Year Evaluation Cycle: Focused: C3
Proposed Evaluation Cycle for Next Year: N/A
Report Date: Apr 9, 2017

Evaluator: Principal A
Teacher: Teacher A

Observations

Observation Date	Evaluator	Observation ID	Observation Title
Apr 10, 2017	Principal A	Obs 2016-2017.1	Obs 2016-2017.1
Apr 12, 2017	Principal A	Obs 2016-2017.2	Obs 2016-2017.2

The summative evaluation score is automatically calculated from the scores you assigned to each Criteria in the Evidence/Scoring tab.

Criteria Score	Final Score
PRO (3/4)	PRO

If you selected #3 on the previous page, a new section of the screen will appear where you can change the settings for your report. You can either **use the default settings** ... or ... if your District Administrator has granted evaluators the option of over-riding the district settings ... you can select the green **Override Default Settings**. Then make your selections.

The screenshot shows a software interface for generating a report. At the top, there are two buttons: "Use Default Settings" (gray) and "Override Default Settings" (green). A red arrow points from the text above to the "Override Default Settings" button, which is circled in red. Below this, there is a table titled "Select Option" with columns for "Select", "Option", and "Description". Several options are checked: "Collected Evidence" (Evidence that has been gathered and connected to a component in the district's framework), "Packaged Evidence" (One or more pieces of evidence that has been aligned to the language in the district's rubric), and "Signature Block" (Signature block at bottom of the report). Unchecked options include "Observation Score Summary" and "Observation Reports".

Below the table, a section titled "Observations to Include in Report" is circled in red. It contains a table with columns: "Include", "Complete", "Status", "Observation Date", "Evaluator", "Observation ID", and "Observation Title". Two observations are listed, both marked as "Include":

Include	Complete	Status	Observation Date	Evaluator	Observation ID	Observation Title
<input checked="" type="checkbox"/>	Yes	Locked/Sealed	Mar 27, 2017	Principal A	Obs 2016-2017.1	Obs 2016-2017.1
<input checked="" type="checkbox"/>	Yes	Locked/Sealed	Mar 30, 2017	Principal A	Obs 2016-2017.2	Obs 2016-2017.2

A note at the bottom states: "Note: Observations must be complete before they can be included in the report." A red arrow points from the text "You can select the observations you wish to include in the report you are generating, if they have been marked as complete in their own individual Observation modules." to this note.

You can select the observations you wish to include in the report you are generating, if they have been marked as **complete** in their own individual **Observation** modules.

For more information:

Refer to the work flow diagram and information on the **Overview** tab in eVAL's **Summative Evaluation** section.

See **Appendix A** on Page 17 of this tutorial to view a sample report (for a teacher on a focused plan) generated by an evaluator that **has packaged evidence throughout the evaluation process**.

See **Appendix B** on Page 23 of this tutorial to view a sample report (for a teacher on a focused plan) generated by an evaluator that **has NOT packaged evidence throughout the evaluation process**.

APPENDIX A

Sample Summative Evaluation Report

*featuring
packaged evidence*

eVal Final Report (Preview)

Battle Ground SD 2016 - 2017

Teacher A , Battle Ground SD School 1

Printed from the system before the evaluation process was completed; use for informational purposes only.

Current Year Evaluation Cycle: Focused: C3

Proposed Evaluation Cycle for Next Year: N/A

Report Date: Mar 29, 2017

Evaluator: Principal A

Teacher: Teacher A

Observations

Observation Date	Evaluator	Observation ID	Observation Title
Mar 27, 2017	Principal A	Obs 2016-2017.1	Obs 2016-2017.1
Mar 30, 2017	Principal A	Obs 2016-2017.2	Obs 2016-2017.2

Criteria Score	Final Score
BAS (2/4)	BAS

STATE SUMMARY VIEW

C3	Recognizing individual student learning needs and developing strategies to address those needs.	U	B	P	D
1b	Demonstrating Knowledge of Students	U	B	P	D
3e	Demonstrating Flexibility and Responsiveness	U	B	P	D
SG 3.1	Establish Student Growth Goal(s)	U	B	P	D
SG 3.2	Achievement of Student Growth Goal(s)	U	B	P	D

Statement of Performance

This is the statement of performance provided by the evaluating principal.

DETAILED COLLECTED/PACKAGED EVIDENCE

C3 - Recognizing individual student learning needs and developing strategies to address those needs.

U	B	P	D
---	---	---	---

1b - Demonstrating Knowledge of Students

U	B	P	D
---	---	---	---

Collected Evidence

Type: Observation Notes **Created:** Mar 29, 2017 **Source:** Observation: Obs 2016-2017.1

Content: The teacher did this

Type: Observation Notes **Created:** Mar 29, 2017 **Source:** Observation: Obs 2016-2017.1

Content: did that

Type: Observation Notes **Created:** Mar 29, 2017 **Source:** Observation: Obs 2016-2017.1

Content: this happened

Type: Observation Notes **Created:** Mar 29, 2017 **Source:** Observation: Obs 2016-2017.2

Content: This is what happened

Type: Observation Notes **Created:** Mar 29, 2017 **Source:** Observation: Obs 2016-2017.2

Content: teacher did something

Packaged Evidence

Source: Observation (Obs 2016-2017.1) Created: Mar 29, 2017

B	Rubric Statement
	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.
	<p>Type: Observation Notes Created: Mar 29, 2017</p> <p>Content: this happened</p>
	<p>Type: Observation Notes Created: Mar 29, 2017</p> <p>Content: The teacher did this</p>

P	<p>Rubric Statement</p> <hr/> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>
	<p>Type: Observation Notes Created: Mar 29, 2017</p> <p>Content: did that</p>

B	<p>Rubric Statement</p> <hr/> <p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>
	<p>Type: Observation Notes Created: Mar 29, 2017</p> <p>Content: This is what happened</p>

P	<p>Rubric Statement</p> <hr/> <p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p>
	<p>Type: Observation Notes Created: Mar 29, 2017</p> <p>Content: teacher did something</p>

3e - Demonstrating Flexibility and Responsiveness



Collected Evidence

Type: Observation Notes **Created:** Mar 29, 2017 **Source:** Observation: Obs 2016-2017.1

Content: did that.

Type: Observation Notes **Created:** Mar 29, 2017 **Source:** Observation: Obs 2016-2017.1

Content: did this

Type: Observation Notes **Created:** Mar 29, 2017 **Source:** Observation: Obs 2016-2017.1
Content: that happened

Type: Observation Notes **Created:** Mar 29, 2017 **Source:** Observation: Obs 2016-2017.2
Content: this happened

Type: Observation Notes **Created:** Mar 29, 2017 **Source:** Observation: Obs 2016-2017.2
Content: students do this

Packaged Evidence

Source: Observation (Obs 2016-2017.1) Created: Mar 29, 2017

P

Rubric Statement

Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

Type: Observation Notes **Created:** Mar 29, 2017

Content: did this

Type: Observation Notes **Created:** Mar 29, 2017

Content: did that.

Source: Observation (Obs 2016-2017.1) Created: Mar 29, 2017

B

Rubric Statement

Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.

Type: Observation Notes **Created:** Mar 29, 2017

Content: that happened

SG 3.1 - Establish Student Growth Goal(s)

U B P D

Collected Evidence

Type: Artifact Created: Mar 29, 2017 Title: Baseline Data - ESL Writing Created by: Teacher A
File: [Artifact - SGG - Pre ESL Writing Data.pdf](#)

SG 3.2 - Achievement of Student Growth Goal(s)



Collected Evidence

Type: Artifact Created: Mar 29, 2017 Title: Post-Data - ESL Writing Created by: Teacher A
File: [Artifact - SGG - Post ESL Writing Data.pdf](#)

FINAL REPORT SIGNATURES

Evaluator Signature: _____ Date:_____

Teacher Signature: _____ Date:_____

APPENDIX B

Sample Summative Evaluation Report

*featuring
evidence that has
not been packaged*

eVal Final Report (Preview)

Battle Ground SD 2016 - 2017

Teacher A , Battle Ground SD School 1

Printed from the system before the evaluation process was completed; use for informational purposes only.

Current Year Evaluation Cycle: Focused: C3

Proposed Evaluation Cycle for Next Year: N/A

Report Date: Mar 30, 2017

Evaluator: Principal A

Teacher: Teacher A

Observations

Observation Date	Evaluator	Observation ID	Observation Title
Mar 30, 2017	Principal A	Obs 2016-2017.1	Obs 2016-2017.1
Mar 31, 2017	Principal A	Obs 2016-2017.2	Obs 2016-2017.2

Criteria Score	Final Score
PRO (3/4)	PRO

STATE SUMMARY VIEW

C3	Recognizing individual student learning needs and developing strategies to address those needs.	U	B	P	D
1b	Demonstrating Knowledge of Students	U	B	P	D
3e	Demonstrating Flexibility and Responsiveness	U	B	P	D
SG 3.1	Establish Student Growth Goal(s)	U	B	P	D
SG 3.2	Achievement of Student Growth Goal(s)	U	B	P	D

Statement of Performance

This is the statement of performance provided by the evaluating principal.

DETAILED COLLECTED/PACKAGED EVIDENCE

C3 - Recognizing individual student learning needs and developing strategies to address those needs.

U	B	P	D
---	---	---	---

1b - Demonstrating Knowledge of Students

U	B	P	D
---	---	---	---

Collected Evidence

Type: Observation Notes **Created:** Mar 30, 2017 **Source:** Observation: Obs 2016-2017.1

Content: The teacher did this.

Type: Observation Notes **Created:** Mar 30, 2017 **Source:** Observation: Obs 2016-2017.1

Content: Then this happened.

Type: Observation Notes **Created:** Mar 30, 2017 **Source:** Observation: Obs 2016-2017.2

Content: First this happened.

Type: Observation Notes **Created:** Mar 30, 2017 **Source:** Observation: Obs 2016-2017.2

Content: And the teacher responded by doing this.

3e - Demonstrating Flexibility and Responsiveness

U	B	P	D
---	---	---	---

Collected Evidence

Type: Observation Notes **Created:** Mar 30, 2017 **Source:** Observation: Obs 2016-2017.1

Content: The teacher responded in this way.

Type: Observation Notes **Created:** Mar 30, 2017 **Source:** Observation: Obs 2016-2017.2

Content: Then that happened.

Type: Observation Notes **Created:** Mar 30, 2017 **Source:** Observation: Obs 2016-2017.2

Content: Then the teacher did this.

SG 3.1 - Establish Student Growth Goal(s)

U	B	P	D
---	---	---	---

Collected Evidence

Type: Artifact **Created:** Mar 30, 2017 **Title:** Baseline data for ESL Students **Created by:** Teacher A

File: [Artifact - SGG - Pre ESL Writing Data.pdf](#)

Type: Student Growth Goal **Created:** Mar 30, 2017 **Source:** Student Growth Goals

This is my goal statement for achievement among my ESL students in my classes.

Type: Student Growth Goal Prompt **Created:** Mar 30, 2017 **Source:** Student Growth Goals

What does your student data show about the student achievement of ESL students in your class(es)? (C3)

My data shows this.

SG 3.2 - Achievement of Student Growth Goal(s)

U	B	P	D
---	---	---	---

Collected Evidence

Type: Artifact **Created:** Mar 30, 2017 **Title:** Achvmt Data for ESL Students **Created by:** Teacher A

File: [Artifact - SGG - Post ESL Writing Data.pdf](#)

Type: Artifact **Created:** Mar 30, 2017 **Title:** Post ESL Student Achvmt. Data **Created by:** Teacher A

File: [Artifact - SGG - Post ESL Writing Data.pdf](#)

FINAL REPORT SIGNATURES

Evaluator Signature: _____

Date:_____

Teacher Signature: _____

Date:_____