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An online tool for teacher and principal evaluation

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the Home Stretch ...*

*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

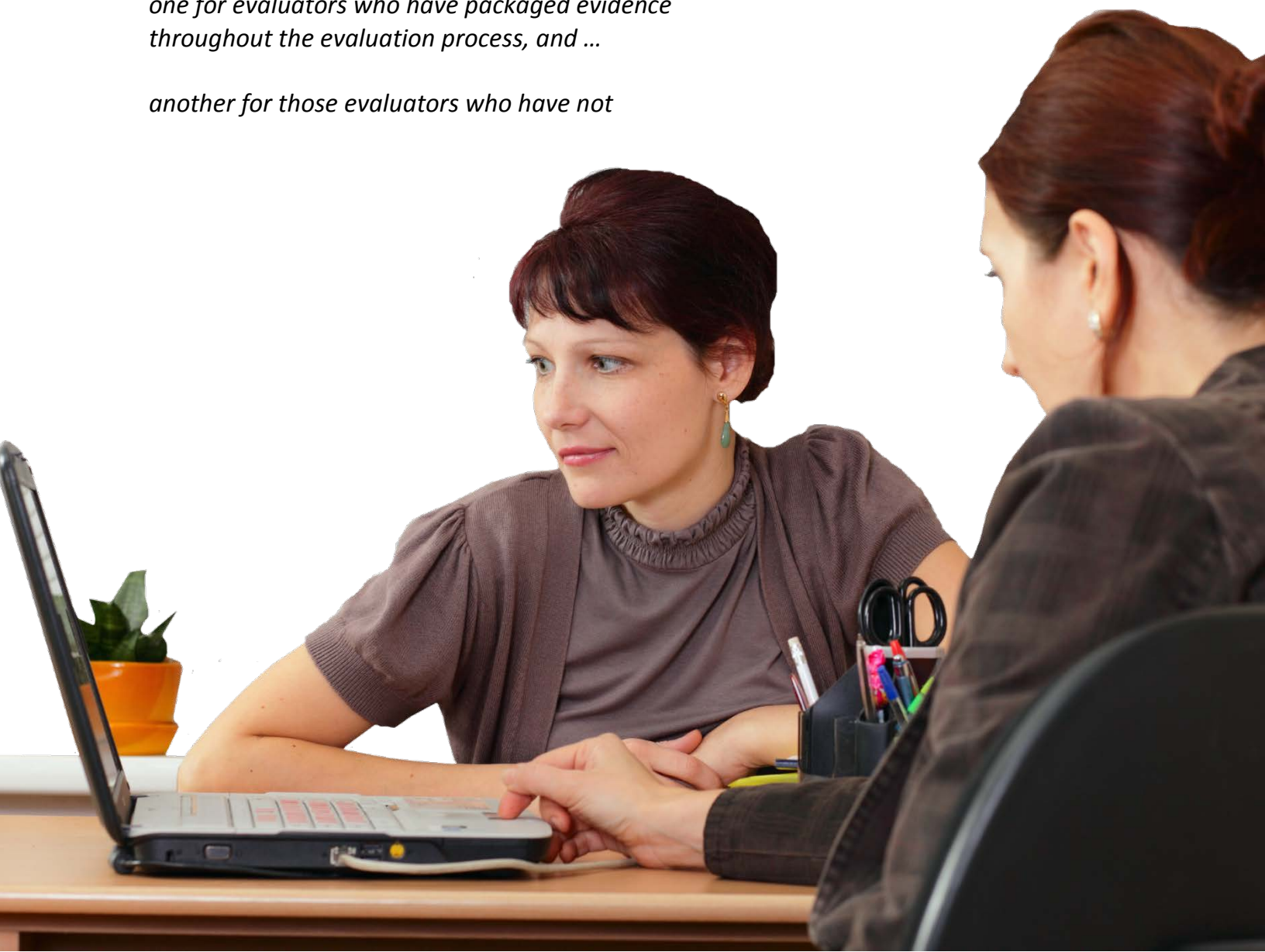


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SUMMATIVE EVALUATION FOR PRINCIPALS WHO HAVE NOT PACKAGED EVIDENCE

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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

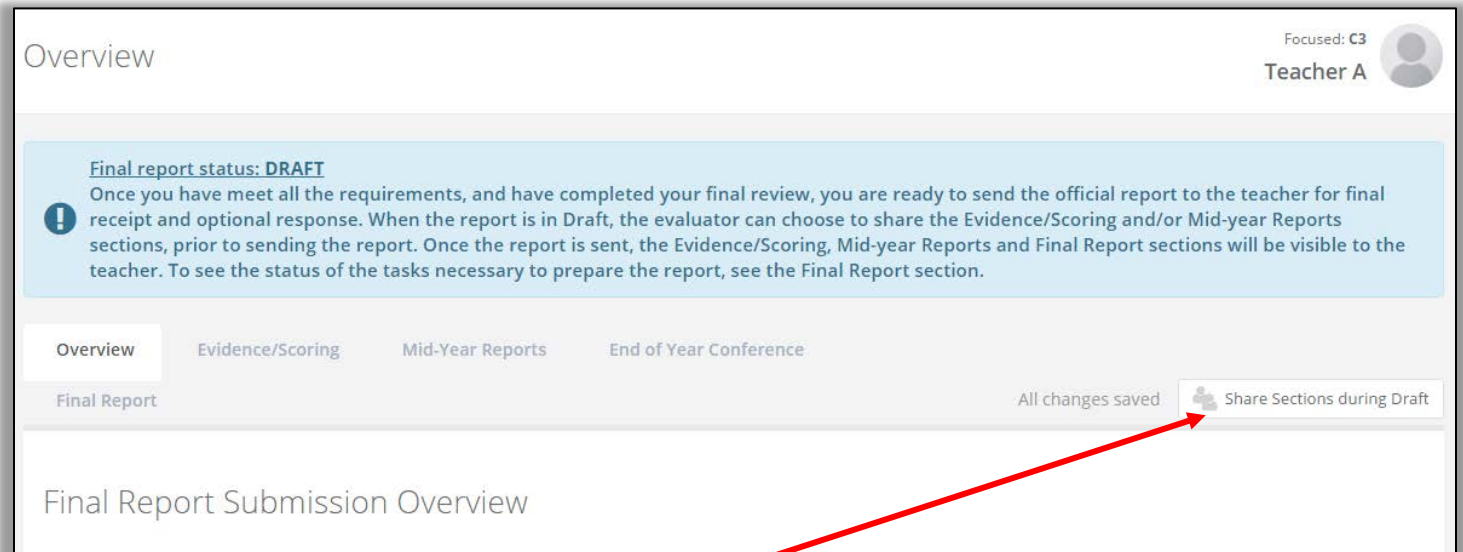
* *Collecting evidence = connecting the evidence to a component in the district's instructional framework. AKA "coding."*

** *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:

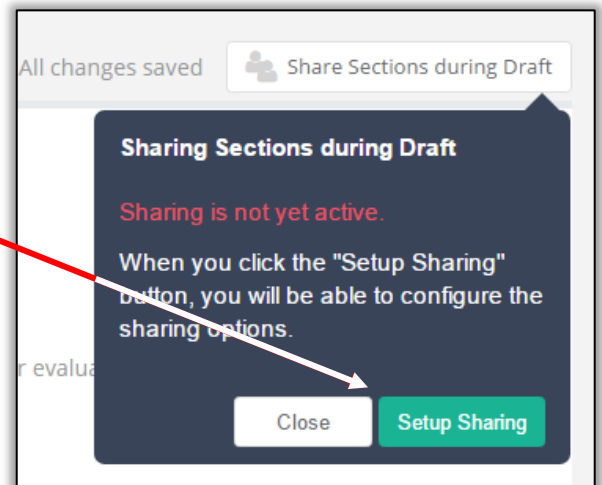
Sharing Draft Data with the Teacher

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.

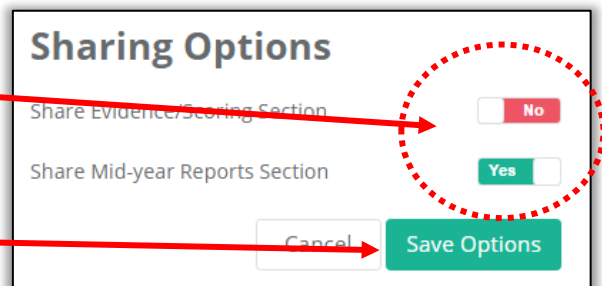


If you wish to share the **DRAFT** data in the **Evidence/Scoring** tab or the **Mid-Year Report** tab, click on the button on the right called **Share Sections During Draft**. A notification window will appear, most likely alerting you that sharing has not yet been activated. If this is the case, click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

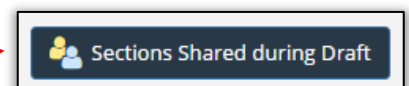


A dialog box will be displayed, allowing you to select the sections (tabs) that have the data you wish to share. To share the data, click in the small space to the left of the red **No** button, and the **No** will change to a **Yes** to indicate that the data in that section will be shared with the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

Final report status: DRAFT

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.

Overview Evidence/Scoring Mid-Year Reports End of Year Conference **Final Report** All changes saved Sections Shared during Draft

Show Report Settings Create Draft PDF

Before the report can be sent to the teacher, the following issues must be resolved either by supplying the missing information or entering an override option.

| 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**.

Evidence/Scoring Mid-Year Reports End of Year Conference Final Report All changes saved Share Send Final Report

Show Observation Include List

C3 Recognizing individual student learning needs and developing strategies to address those needs. C3 Uns Bas Pro Dis

Statement of Performance

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

Show Rubric?

1b - Demonstrating Knowledge of Students

3e - Demonstrating Flexibility and Responsiveness

Rubric Navigator Evidence Performance

Evidence Only Collected Packaged

| | 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. At the top, there are tabs for 'Evidence/Scoring', 'Mid-Year Reports', 'End of Year Conference', and 'Final Report'. A red box with the number '4' points to the 'Final Report' tab. Below the tabs, there is a 'Show Observation Include List' button. On the left, there is a section for 'C3 Recognizing individual student learning needs and developing strategies to address those needs.' with a 'Statement of Performance' text area and a 'Show Rubric?' checkbox. Below this, there are two components listed: '1b - Demonstrating Knowledge of Students' and '3e - Demonstrating Flexibility and Responsiveness'. On the right, there is a 'Rubric Navigator' panel. A red box with the number '1' points to the 'Performance' tab in the Rubric Navigator. Below the tabs, there is a table of components with their proficiency levels (U, B, P, D) and scores. A red box with the number '2' points to the 'Performance' tab, and a red box with the number '3' points to the 'Performance' tab. A red box with the number '4' points to the 'Final Report' tab.

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 a detailed view of the 'Rubric Navigator' table. The table has columns for 'Evidence Only', 'Collected', and 'Packaged'. The components are listed in the first column, and their scores are in the second, third, and fourth columns. A red arrow points to the '1b' component.

| Rubric Navigator | | Evidence | Performance |
|------------------|---|-----------|-------------|
| 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 | |

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

Obs. not included in report: not selected for inclusion

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

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

| | 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 | |

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.

Hide Observation Include List

Observations to Include in Report

| 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**.

The screenshot shows the 'Rubric Navigator' interface. At the top, there are tabs for 'Evidence' and 'Performance', with 'Performance' selected and highlighted in green. A red box with the number '2' is placed over the 'Performance' tab. Below the tabs, there is a table of criteria. The first row is highlighted with a red box containing the number '1'. This row shows the criteria 'C3' with the description 'Recognizing individual student learning needs and developing strategies to address those needs.' To the right of the description are four buttons: 'U', 'B', 'P', and 'D'. The 'B' button is highlighted in green and has a red box with the number '4' over it. Above the table, there is a 'Score Bar' with buttons for 'C3', 'Uns', 'Bas', 'Pro', and 'Dis'. The 'Bas' button is highlighted in green and has a red box with the number '3' over it. A red arrow points from the 'Bas' button to the 'B' button in the table.

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.

The screenshot shows the 'Rubric Navigator' interface with the 'Performance' tab selected. The table below shows the scores assigned for each criteria and component:

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

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.

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

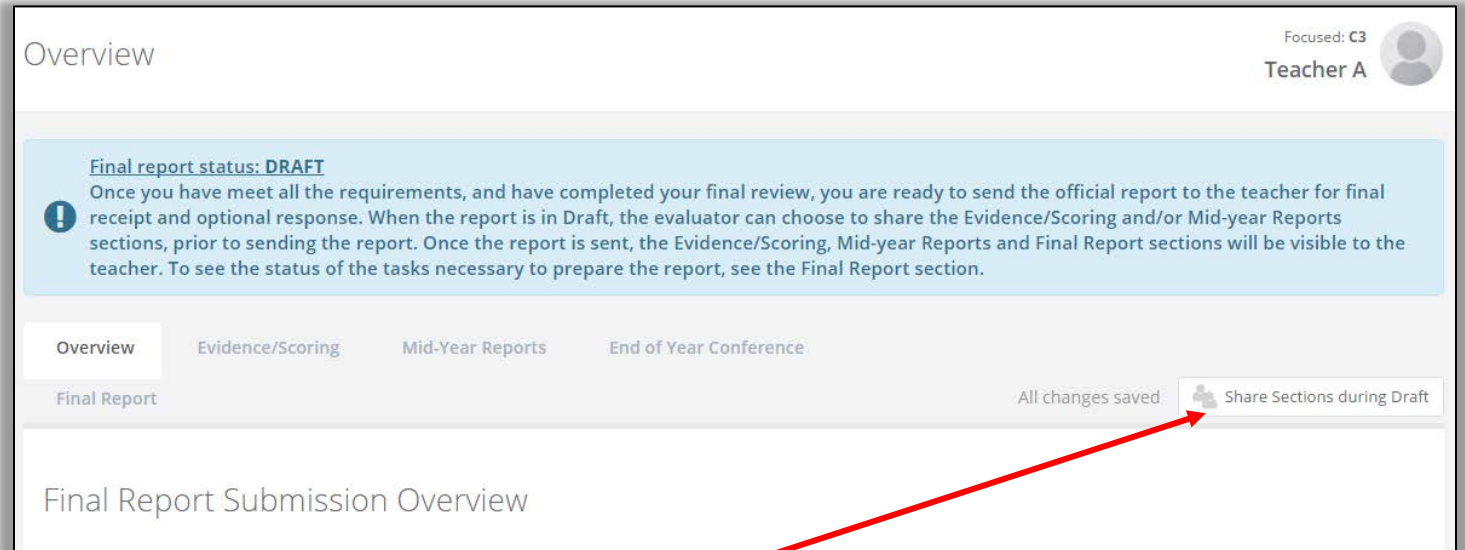
* *Collecting evidence = connecting the evidence to a component in the district's instructional framework. AKA "coding."*

** *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.)*

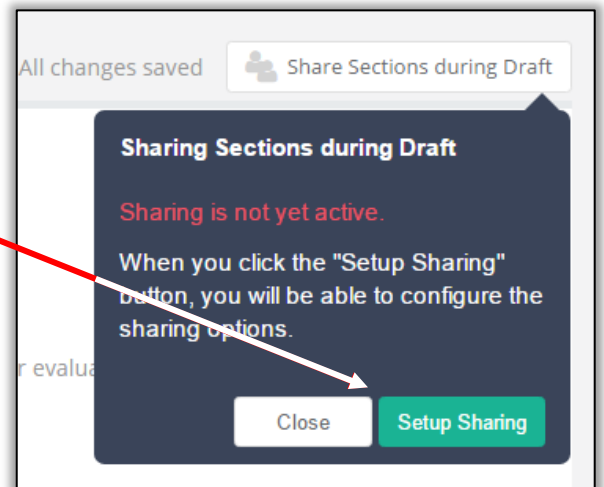
Sharing Draft Data with the Teacher

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.

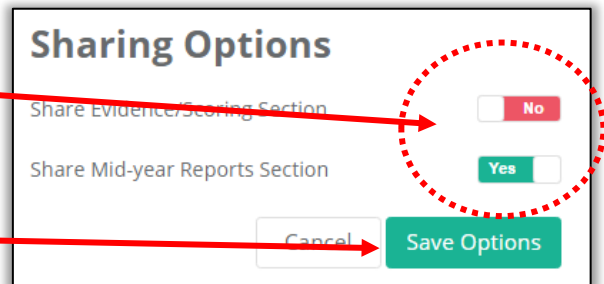


If you wish to share the **DRAFT** data in the **Evidence/Scoring** tab or the **Mid-Year Report** tab, click on the button on the right called **Share Sections During Draft**. A notification window will appear, most likely alerting you that sharing has not yet been activated. If this is the case, click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

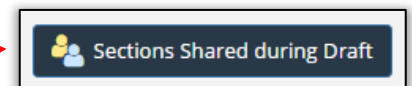


A dialog box will be displayed, allowing you to select the sections (tabs) that have the data you wish to share. To share the data, click in the small space to the left of the red **No** button, and the **No** will change to a **Yes** to indicate that the data in that section will be shared with the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

Final report status: DRAFT
Once you have meet 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.

Overview Evidence/Scoring Mid-Year Reports End of Year Conference **Final Report** All changes saved Sections Shared during Draft

Show Report Settings Create Draft PDF

Before the report can be sent to the teacher, the following issues must be resolved either by supplying the missing information or entering an override option.

| 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 the numbers appear under the column entitled **Collected**, but not under **Packaged**.

Evidence/Scoring Mid-Year Reports End of Year Conference Final Report All changes saved Share Send Final Report

Show Observation Include List

C3 Recognizing individual student learning needs and developing strategies to address those needs. C3 Uns Bas Pro Dis

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

Show Rubric?

1b - Demonstrating Knowledge of Students

3e - Demonstrating Flexibility and Responsiveness

Rubric Navigator
Evidence Only Collected Packaged

| | Evidence | Collected | Packaged |
|---|----------|-----------|----------|
| 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 Rubric Navigator interface. At the top, there are tabs for 'Evidence/Scoring', 'Mid-Year Reports', 'End of Year Conference', and 'Final Report'. A red box with the number '4' points to the 'Final Report' tab. Below the tabs, there is a 'Share' button and a 'Send Final Report' button. On the left, there is a 'Statement of Performance' section with a text area and a 'Show Rubric?' checkbox. In the center, there is a 'Rubric Navigator' section with a 'Performance' tab selected. A red box with the number '1' points to the 'Performance' tab. Below the 'Performance' tab, there is a list of components with their respective scores. A red box with the number '2' points to the 'Performance' tab, and a red box with the number '3' points to the 'Performance' tab. A red box with the number '4' points to the 'Performance' tab.

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).

This is a close-up of the Rubric Navigator interface. The 'Performance' tab is selected. Below the tab, there is a list of components with their respective scores. A red arrow points to the 'Performance' tab. The components listed are:

| Component | Score |
|--|---------|
| 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:
Once a component has been selected, it can also be scored on the score bar.

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

| | | |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | Recognizing individual student learning needs and developing strategies to address those needs. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> | 1b Demonstrating Knowledge of Students | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> | 3e Demonstrating Flexibility and Responsiveness | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> | SG 3.1 Establish Student Growth Goal(s) | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> |
| <input type="checkbox"/> | SG 3.2 Achievement of Student Growth Goal(s) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

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.

Hide Observation Include List

Observations to Include in Report

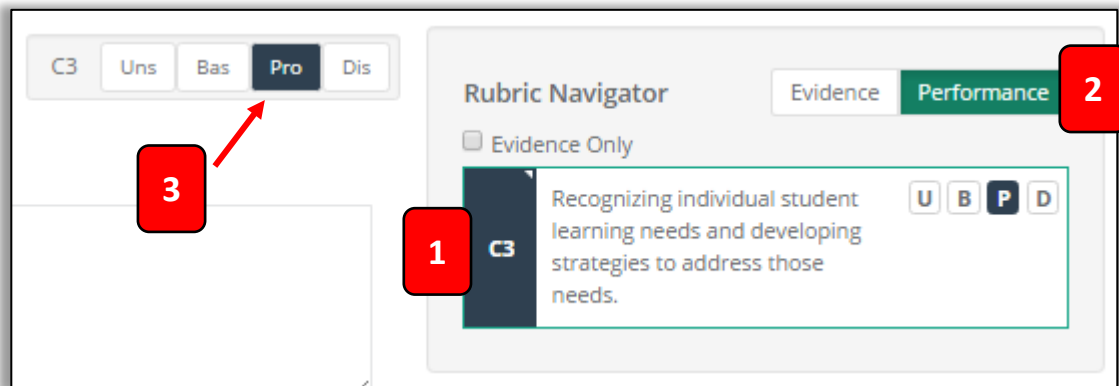
| Include | Complete | Status | Observation Date | Evaluator | Observation ID | Observation Title |
|-------------------------------------|----------|---------------|------------------|-------------|-----------------|-------------------|
| <input checked="" type="checkbox"/> | Yes | Locked/Sealed | Mar 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.

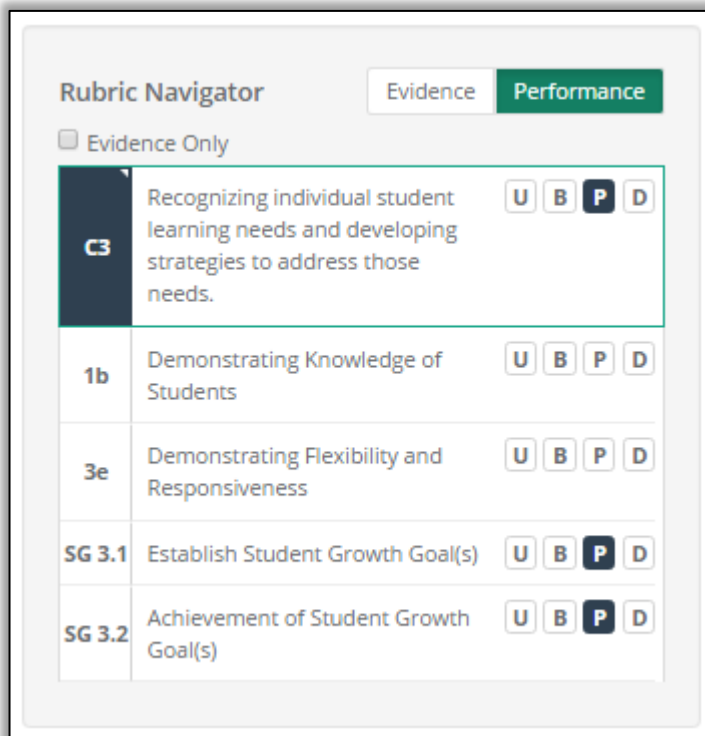
Now ... it's time to assign a Criteria score in the **Evidence/Scoring** tab.

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.



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 shows the 'eVal Final Report' interface. At the top right, there are buttons for 'Show Report Settings' (labeled 3) and 'Create Draft PDF'. A large blue banner at the top contains a message (labeled 1): 'The report is ready to send to the teacher.' Below this banner, under 'Override Options (optional):', there are two checkboxes: 'Drop to Paper' (labeled 2) and 'Bypass Receipt'. A green button labeled 'Send Final Report to Teacher' (labeled 4) is positioned below the override options. The main content area is titled 'eVal Final Report' and includes details for 'Battle Ground SD 2016 - 2017' and 'Teacher A, Battle Ground SD School 1'. It also displays evaluation cycle information, evaluator/teacher names, and a table of observations. At the bottom, there is a table for 'Criteria Score' and 'Final Score'. A text box on the right explains that the summative evaluation score is automatically calculated from the scores assigned to each Criteria in the Evidence/Scoring tab, with an arrow pointing to the 'Final Score' table.

1 The report is ready to send to the teacher.

2

3 Show Report Settings Create Draft PDF

4 Send Final Report to Teacher

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 |

| Criteria Score | Final Score |
|----------------|-------------|
| PRO (3/4) | PRO |

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

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 web interface for configuring a report. At the top, there are two buttons: 'Use Default Settings' and 'Override Default Settings'. The 'Override Default Settings' button is highlighted with a red circle and a red arrow pointing to it from the text above. Below the buttons is a table with three columns: 'Select', 'Option', and 'Description'. The table contains five rows of settings. The first three rows have checkboxes that are checked, while the last two have unchecked checkboxes. Below this table is a section titled 'Observations to Include in Report', which is also circled in red with an arrow pointing to it from the text below. This section contains another table with eight columns: 'Include', 'Complete', 'Status', 'Observation Date', 'Evaluator', 'Observation ID', and 'Observation Title'. The first two columns have checkboxes, and the last two have text. There are two rows of data in this table, both with checked checkboxes in the 'Include' column. At the bottom of the interface, there is a red note: 'Note: Observations must be complete before they can be included in the report.'

| Select | Option | Description |
|-------------------------------------|---------------------------|--|
| <input checked="" type="checkbox"/> | Collected Evidence | Evidence that has been gathered and connected to a component in the district's framework. |
| <input checked="" type="checkbox"/> | Packaged Evidence | One or more pieces of evidence that has been aligned to the language in the district's rubric. |
| <input checked="" type="checkbox"/> | Signature Block | Signature block at bottom of the report |
| <input type="checkbox"/> | Observation Score Summary | Observation Score Summary |
| <input type="checkbox"/> | Observation Reports | Observation Reports |

Observations to Include in Report

| 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.

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.

Type: Observation Notes **Created:** Mar 29, 2017
Content: this happened

Type: Observation Notes **Created:** Mar 29, 2017
Content: The teacher did this

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

P

Rubric Statement

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.

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

Content: did that

Source: Observation (Obs 2016-2017.2) 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.

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

Content: This is what happened

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

P

Rubric Statement

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

3e - Demonstrating Flexibility and Responsiveness

U B **P** D

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)

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

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 Achvmnt. Data **Created by:** Teacher A

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

FINAL REPORT SIGNATURES

Evaluator Signature: _____

Date:_____

Teacher Signature: _____

Date:_____