

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM**  
**Scoring Factors and Performance Level Standards**  
*2004 Revision*

**A. CRITICAL ATTRIBUTES**

As described in the Appraisal Framework and the Observation Summary

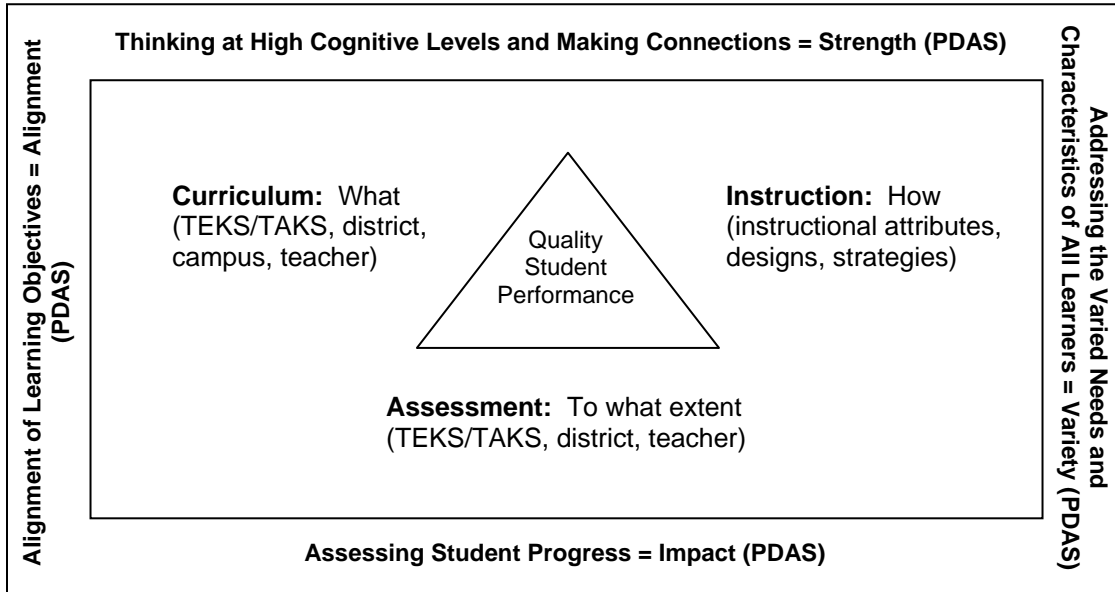
**B. Scoring Standards for QUALITY**

**Exceeds Expectations** (Great)  
**Proficient** (Considerable)

**Below Expectations** (Limited)  
**Unsatisfactory** (Little or None)

For criteria judged by APPROPRIATENESS (see Scoring Factors listed below)

<b>SCORING FACTORS</b>			
<p><b><u>Strength</u></b></p> <ul style="list-style-type: none"> <li>• thinking at high cognitive levels</li> <li>• depth and complexity</li> <li>• significant content knowledge</li> <li>• making connections within and across disciplines</li> <li>• connecting learning to work and life applications</li> </ul>	<p><b><u>Impact</u></b></p> <ul style="list-style-type: none"> <li>• student success</li> <li>• effective formative and summative assessment</li> <li>• multiple forms of assessments</li> <li>• data-driven decision-making</li> </ul>	<p><b><u>Variety</u></b></p> <ul style="list-style-type: none"> <li>• varied needs and characteristics of learners</li> <li>• differentiated instruction</li> <li>• range of strategies and support services</li> </ul>	<p><b><u>Alignment</u></b></p> <ul style="list-style-type: none"> <li>• TEKS and district curriculum alignment</li> <li>• assessment data</li> <li>• targeted instruction</li> <li>• understanding of unified whole</li> </ul>



**C. Scoring Standards for QUANTITY**

For criteria judged by FREQUENCY/PERCENTAGE OF TIME/REPEATED EVIDENCE

<b>Exceeds Expectations</b> (All/Almost All) 90-100%	<b>Proficient</b> (Most) 80-89%	<b>Below Expectations</b> (Some) 50-79%	<b>Unsatisfactory</b> (Less than Half) 49% or less
<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>• uniformly</li> <li>• seen from beginning to end</li> <li>• highly predictable</li> <li>• seamless routines</li> </ul>	<p><b>Generally:</b></p> <ul style="list-style-type: none"> <li>• common practice</li> <li>• predictable</li> <li>• typical</li> <li>• prevalent</li> <li>• as a rule</li> </ul>	<p><b>Occasionally:</b></p> <ul style="list-style-type: none"> <li>• sporadic</li> <li>• random</li> <li>• moderately</li> <li>• more often than not</li> <li>• irregular</li> <li>• seldom</li> </ul>	<p><b>Rarely:</b></p> <ul style="list-style-type: none"> <li>• infrequent</li> <li>• nonexistent</li> <li>• not attempted</li> <li>• minimal</li> <li>• hardly ever</li> </ul>