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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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.)
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.)*

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**.

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.

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.

**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).

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.

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.

---

**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.
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.)*

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**.
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.

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).

**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).

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.

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 workflow 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 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.

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
Observations

<table>
<thead>
<tr>
<th>Observation Date</th>
<th>Evaluator</th>
<th>Observation ID</th>
<th>Observation Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 27, 2017</td>
<td>Principal A</td>
<td>Obs 2016-2017.1</td>
<td>Obs 2016-2017.1</td>
</tr>
<tr>
<td>Mar 30, 2017</td>
<td>Principal A</td>
<td>Obs 2016-2017.2</td>
<td>Obs 2016-2017.2</td>
</tr>
</tbody>
</table>

Criteria Score | Final Score
-----|-----
BAS (2/4) | BAS

STATE SUMMARY VIEW

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>C3</td>
<td>Recognizing individual student learning needs and developing strategies to address those needs.</td>
<td>U</td>
</tr>
<tr>
<td>1b</td>
<td>Demonstrating Knowledge of Students</td>
<td>U</td>
</tr>
<tr>
<td>3e</td>
<td>Demonstrating Flexibility and Responsiveness</td>
<td>U</td>
</tr>
<tr>
<td>SG 3.1</td>
<td>Establish Student Growth Goal(s)</td>
<td>U</td>
</tr>
<tr>
<td>SG 3.2</td>
<td>Achievement of Student Growth Goal(s)</td>
<td>U</td>
</tr>
</tbody>
</table>

Statement of Performance

This is the statement of performance provided by the evaluating principal.
**C3 - Recognizing individual student learning needs and developing strategies to address those needs.**

**1b - Demonstrating Knowledge of Students**

### Collected Evidence

<table>
<thead>
<tr>
<th>Type</th>
<th>Created</th>
<th>Source</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Notes</td>
<td>Mar 29, 2017</td>
<td>Observation: Obs 2016-2017.1</td>
<td>The teacher did this</td>
</tr>
<tr>
<td>Observation Notes</td>
<td>Mar 29, 2017</td>
<td>Observation: Obs 2016-2017.1</td>
<td>did that</td>
</tr>
<tr>
<td>Observation Notes</td>
<td>Mar 29, 2017</td>
<td>Observation: Obs 2016-2017.1</td>
<td>this happened</td>
</tr>
<tr>
<td>Observation Notes</td>
<td>Mar 29, 2017</td>
<td>Observation: Obs 2016-2017.2</td>
<td>This is what happened</td>
</tr>
<tr>
<td>Observation Notes</td>
<td>Mar 29, 2017</td>
<td>Observation: Obs 2016-2017.2</td>
<td>teacher did something</td>
</tr>
</tbody>
</table>

### Packaged Evidence

<table>
<thead>
<tr>
<th>Source: Observation (Obs 2016-2017.1)</th>
<th>Created: Mar 29, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric Statement</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Type: Observation Notes</td>
<td>Created: Mar 29, 2017</td>
</tr>
<tr>
<td>Content: The teacher did this</td>
<td></td>
</tr>
<tr>
<td>Source: Observation (Obs 2016-2017.1)</td>
<td>Created: Mar 29, 2017</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Rubric Statement</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

| Type: Observation Notes   | Created: Mar 29, 2017 |
| Content: did that.        |                       |

<table>
<thead>
<tr>
<th>Source: Observation (Obs 2016-2017.2)</th>
<th>Created: Mar 29, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rubric Statement</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

| Type: Observation Notes   | Created: Mar 29, 2017 |
| Content: This is what happened |                       |

<table>
<thead>
<tr>
<th>Source: Observation (Obs 2016-2017.2)</th>
<th>Created: Mar 29, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rubric Statement</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</td>
<td></td>
</tr>
</tbody>
</table>

| Type: Observation Notes   | Created: Mar 29, 2017 |
| Content: teacher did something |                       |

### 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         |                       |                                   |
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.

Rubric Statement

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

Packaged Evidence

SG 3.1 - Establish Student Growth Goal(s)
SG 3.2 - Achievement of Student Growth Goal(s)

### Collected Evidence

<table>
<thead>
<tr>
<th>Type</th>
<th>Created</th>
<th>Title: Post-Data - ESL Writing</th>
<th>Created by</th>
<th>File: Artifact - SGG - Post ESL Writing Data.pdf</th>
</tr>
</thead>
</table>

### FINAL REPORT SIGNATURES

Evaluator Signature: ____________________________ Date: ______________

Teacher Signature: ____________________________ Date: ______________
APPENDIX B

Sample Summative Evaluation Report

featuring evidence that has not been packaged
Observations

<table>
<thead>
<tr>
<th>Observation Date</th>
<th>Evaluator</th>
<th>Observation ID</th>
<th>Observation Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 31, 2017</td>
<td>Principal A</td>
<td>Obs 2016-2017.2</td>
<td>Obs 2016-2017.2</td>
</tr>
</tbody>
</table>

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

STATE SUMMARY VIEW

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Score</th>
<th>Final</th>
<th>U</th>
<th>B</th>
<th>P</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>C3</td>
<td>Recognizing individual student learning needs and developing strategies to address those needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>Demonstrating Knowledge of Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3e</td>
<td>Demonstrating Flexibility and Responsiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SG 3.1</td>
<td>Establish Student Growth Goal(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SG 3.2</td>
<td>Achievement of Student Growth Goal(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Statement of Performance

This is the statement of performance provided by the evaluating principal.
C3 - Recognizing individual student learning needs and developing strategies to address those needs.

1b - Demonstrating Knowledge of Students

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

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)

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

This report was generated out of Washington State’s eVal system
Page 2
This report was generated out of Washington State’s eVal system
Page 3