

# Quick Reference Guide: Summative Performance Rating

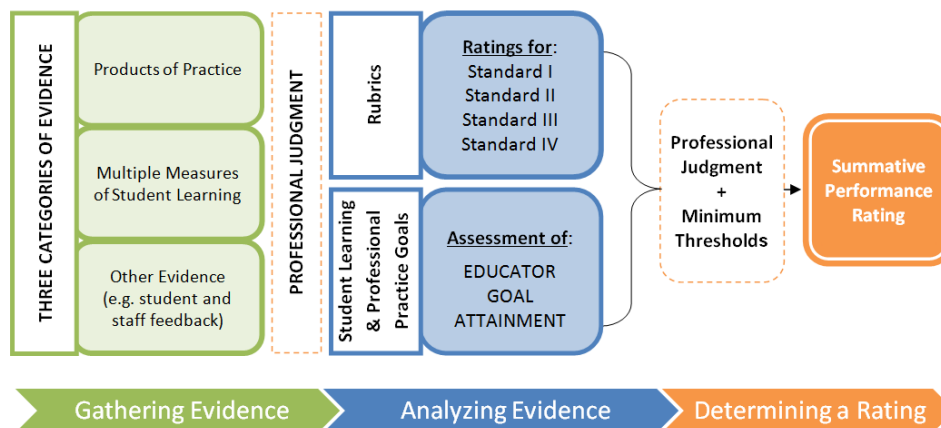
## Introduction

The [Massachusetts Educator Evaluation Framework](#) is designed to promote administrators' and teachers' professional growth and development while placing improved student learning at the center of every educator's work. All educators receive two independent but linked ratings designed to focus on the critical intersection of practice and impact and create a more complete picture of educator performance.

The focus of the [Student Impact Rating](#) is on student learning, while the [Summative Performance Rating](#) is focused on the educator's professional practice. The Summative Performance Rating is the final step of the [5-Step Cycle](#) of evaluation. Upon consideration of an educator's evidence of practice and progress towards goals, evaluators apply professional judgment and assign one of four possible ratings to each educator. The diagram below lays out the full process by which evaluators determine Summative Performance Ratings.

## Regulations

- **Summative Performance Rating:** Each educator shall receive one of four ratings on each Performance Standard and overall.
  - (a) Exemplary
  - (b) Proficient
  - (c) Needs Improvement
  - (d) Unsatisfactory [603 CMR 35.08](#)
- **Minimum Thresholds:** To be rated Proficient overall, a teacher shall, at a minimum, have been rated Proficient on the Curriculum, Planning, and Assessment and the Teaching all Students Standards[...] an administrator shall, at a minimum, have been rated Proficient on the Instructional Leadership Standard for administrators. [603 CMR 35.08](#)



## Three Categories of Evidence

### Products of Practice

The first category of evidence includes judgments based on products of practice, such as (1) **artifacts** related to educator practice, and (2) **observations** of practice. Both sources of evidence should yield information about the educator's practice related to the four Standards and/or the educator's goals.

### Multiple Measures of Student Learning, Growth & Achievement

With regard to the Summative Performance Rating, educators use multiple measures of student learning, growth and achievement to demonstrate the effectiveness of their practice related to one or more of the four Standards, as well as to show progress toward their student learning goals.

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In contrast with the measures that inform the Student Impact Rating, which must be comparable across grade or subject level district-wide, measures that contribute to the Summative Performance may include classroom specific assessments that provide evidence of individual practice related to the Standards or goal attainment.

*Learn More about the Summative Performance Rating*

- [QRG: The Five-Step Cycle](#)
- [QRG: Performance Rubrics](#)
- [Performance Rating Guidance](#)

### Other Evidence related to Standards of Practice (including Student or Staff Feedback)

The third category of evidence must include feedback from students or staff. See the [Quick Reference Guide on Staff & Student Feedback](#) for more information. Other sources of information, such as evidence of fulfillment of professional responsibilities and evidence of family engagement, may also be considered.

## Educator Goal Attainment

Every educator is required to have a minimum of two goals: a **student learning goal** and a **professional practice goal**. Overall goal attainment reflects progress across all goals. For example, if an educator *exceeds* his projected target on his student learning goal and makes *significant progress* on his professional practice goal, the evaluator may determine overall goal attainment as having *met goal*. See [Part II](#) of ESE's Model System Guidance for more information about setting and evaluating educator goals.

### Summative Performance Rating Reporting

ESE collects educator evaluation data on an annual basis. Districts submit the six data elements for each evaluated educator: a rating on each of the four Standards, the overall summative rating, and Professional Teacher Status. A seventh data element (Student Impact Rating) will be submitted once trends and patterns are established. For more information about reporting, read the [Quick Reference Guide: Educator Evaluation Data Collection](#).

## Development of the Educator Plan

An educator's Summative Performance Rating determines their next [Educator Plan](#) based on the table below. The **Self-Directed Growth Plan** is developed by the educator and is either one or two years in length, depending on the Student Impact Rating; the **Directed Growth Plan** is developed by the educator and evaluator and is one year or less in duration; the **Improvement Plan** is developed by the evaluator and is 30 days to one year in duration; the **Developing Educator Plan** applies to educators without Professional Teacher Status (PTS), administrators in their first three years in a district, or educators in new assignments (at the discretion of their evaluators), and is a one-year plan developed by the educator and evaluator. The diagram below illustrates the relationship between a Summative Performance Rating and an Educator Plan, as well as the intersection of the Summative Performance Rating and Student Impact Rating.

Performance Rating	Exemplary	1-yr Self-Directed Growth Plan	2-yr Self-Directed Growth Plan	
	Proficient			
	Needs Improvement	Directed Growth Plan		
	Unsatisfactory	Improvement Plan		
		Low	Moderate	High
Impact Rating				

To offer suggestions, pose questions, or receive updates, please email [EducatorEvaluation@doe.mass.edu](mailto:EducatorEvaluation@doe.mass.edu).