

4b Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. This record keeping includes student completion of assignments, student progress in learning, and records of noninstructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases, that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders. Elements of component 4b:

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.

Student progress in learning

In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.

Non-instructional records

Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.

Indicators:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

4b Maintaining Accurate Records—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student says, “I’m sure I turned in that assignment, but the teacher lost it!”</p> <p>The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.”</p> <p>On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips.</p>	<p>A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are!”</p> <p>The teacher says: “I’ve got all these notes about how the kids are doing; I should put them into the system, but I just don’t have time.”</p> <p>On the morning of the field trip, the teacher frantically searches all the drawers in the desk for the permission slips and finds them just before the bell rings.</p>	<p>The teacher creates a link on the class website that students can access to check on any missing assignments.</p> <p>The teacher’s grade book records student progress toward learning goals.</p> <p>The teacher creates a spreadsheet for tracking which students have paid for their school pictures.</p>	<p>A student from each team maintains the database of current and missing assignments for the team.</p> <p>When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.</p> <p>When they bring in their permission slips for a field trip, students add their own information to the database.</p>

UNSATISFACTORY	BASIC
<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>

Critical Attributes

<p>There is no system for either instructional or noninstructional records.</p> <p>The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p>	<p>The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>

<p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non-instructional information is both efficient and effective.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students contribute to and maintain records indicating completed and overdue work assignments.</p> <p>Students both contribute to and maintain data files indicating their own progress in learning.</p> <p>Students contribute to maintaining noninstructional records for the class.</p>
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