

George Mason University
College of Education and Human Development
Individualized Instruction and Assessment Plan Task
Instructor’s Guide

Introduction

Over the past several years, teams of faculty members have developed, revised, piloted, and refined five “common assessments” used across all teacher licensure programs associated with the College of Education and Human Development at Mason. The Common Assessments were developed to assess InTASC standards as part of the CAEP accreditation process.

Training modules have been developed for each of the five assessments. This training provides you with the rationale and research-based context, and specific directions for presenting the assessment to students, in addition to a detailed explanation of the scoring rubric for each assessment. This guide was developed to supplement the training modules and serve as a resource for APCs and assessors.

Each common assessment uses a common structure and rubric, though programs may have modified the instructions or added content specific terminology. This guide will use the “template version” of the common assessment as the example. Make certain to check with your program coordinator or course lead if you have questions about your specific assessment.

Getting started with the Common Assessment

Each Common Assessment Task provides information for both instructors and candidates. Prior to reviewing the rubric with candidates, review the assessment task, including the standards to be met, the rationale for the assessment, and the assessment directions.

This guide will provide additional guidance to instructors/assessors that support the information in the training modules.

The Anatomy of a Common Assessment

Candidates describe the educational needs of an individual learner (including cognitive, linguistic, social, emotional and/or physical developmental skill levels and abilities, interests, emotional progress) and Candidates write a description of and rationale for the selected instructional adaptations and accommodations needed, then plan a lesson with at least three learning objectives/goals and at least three evidence-based instructional strategies. The lesson plan should include the use assistive technologies or other appropriate technologies to meet learner needs. Candidates then develop an assessment plan to assess and document the learner’s progress toward the identified objectives.

From Assessment Task	<i>Instructor’s Guide</i>
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<p>Assessment Information Programs edit this to reflect when and where the assessment is administered and by whom. This section also introduces the candidates to the TARGET score- the candidate must earn to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting.</p>	<p>This section places the assessment in a specific course and provides information on the assessor.</p> <p>Programs edit this to reflect when and where the assessment is administered and by whom. This section also introduces the candidates to the TARGET score- the candidate must earn to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. Please reinforce this with your candidates. Very few students will “exceed” standards-especially in every rubric row. Provide this guidance when you introduce the assessment and review the rubric.</p> <p>The last sentence in this section provides a general statement related to what is being assessed and how the data will be used. For this assessment, it reads, <i>The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan to impact individual learning.</i></p>
<p>Standards addressed in this assessment InTASC Standards: 1, 2, 5, 6, 7, 8 CAEP Standards: 1.1, 1.3, 1.4, 1.5 VDOE Standards: 1, 2, 3, 4 Cross-cutting Themes In addition to the standards, CAEP has identified several “Crosscutting themes” that must be addressed throughout the accreditation report. In many of the Common Assessment tasks and rubrics, you will see these icons. When you see</p>	<p>This section lists all standards assessed in this task.</p> <p>These standards include the InTASC Standards, CAEP Standards, VDOE Standards, and any specific SPA standards each program wants to include.</p>

them, you will know that these crosscutting themes are addressed in the task.

Technology  **Diversity** 
College-and-Career-Ready 

For this assessment, you should be familiar with the following standards:

Standards: 1, 2, 5, 6, 7, 8

CAEP Standards: 1.1, 1.3, 1.4, 1.5

VDOE Standards: 1, 2, 3, 4

In this assessment, all three crosscutting themes are addressed.

Icons from CAEP crosscutting themes

If your program does not require videotaping due to program issues or concerns, you can remove this icon.

The Technology and Diversity icons are used by CAEP in their documentation. A variation on the graduation cap is used by VDOE when addressing College-and-Career Ready skills.

See the Appendix for resources that provide additional information for these standards and the crosscutting themes.

SPA Standards

SPA Standards

Specialized Professional Association (SPA) standards may or may not be assessed in your specific program. Some programs use the common assessment as one of the key assessments needed for their SPA report.

Check with the assessment task provided to you by your APC or Course Lead to see if the SPA standards

	<p>are included.</p> <p>If SPA standards are addressed in your program, please review the specific standards so you can support candidates in being successful with this assessment task. See Appendix for list of SPAs and links to their websites.</p>
<p>Assessment Objective</p> <ul style="list-style-type: none"> • The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a learner with developmental, learning, physical or linguistic differences. • The candidate will develop an assessment of learner progress. 	<p>Each assessment identifies the objectives being assessed. The product or critical element for each objective is highlighted here.</p> <p>For this assessment, the objectives are:</p> <ul style="list-style-type: none"> • The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a learner with developmental, learning, physical or linguistic differences. • The candidate will develop an assessment of learner progress. <p>Programs might have edited the objectives for more program or SPA related language. For example, “learners” may become “exceptional learners” in special education programs.</p> <p>Read the objectives-what might this look like in your program? In a specific</p>

	<p>clinical setting? What prior knowledge can candidates use to complete this assessment? Will new content be taught to support this assessment? How will this assessment successfully completed-especially if it will take place in a clinical experience?</p>
<p>Rationale Lesson planning is an essential skill for an educator. A lesson plan is a road map for instruction. When planning teachers and teacher candidates need to answer four main questions:</p> <ul style="list-style-type: none"> • Who are my learners? (Context/Learner Needs) • What do the learners need to know and be able to do? (Objectives/Goals) • How will I get all learners to know and do the new tasks? (Teaching and learning strategies) • How will I know the learning objectives were achieved? (Goals/Outcomes/Assessments) <p>The first step in planning is aligning the learning objectives with the goals/outcomes/assessments for the lesson. This should include considerations based on learner abilities, challenges, and prior knowledge. Before developing specific learning activities, determine how you will assess if learners have met the lesson objectives. What data leads you to identify learning objectives for specific learners? Once a teacher determines the type of assessment to use, activities align instruction and assessment. Additionally, a teacher must consider how a learners' prior knowledge is used to differentiate instruction to meet learner needs, and how to manage instruction within the time allotted. Lesson planning requires decisions on pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning based upon learner needs. Technology and differentiation</p> <p>The planning process is the same whether you are planning a lesson for a class or for an individual. For this assessment, you will develop an instructional plan for a learner with developmental, learning, physical or linguistic differences, including a plan for assessing the learner's progress, within the context of a classroom or clinical setting.</p>	<p>Introducing the assessment: When introducing the assignment to the candidates, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and provide examples that are specific to program or clinical experiences.</p> <p>Resources are included to help instructors place the assessment in context for their course, as well as, provide supports for candidates as they complete the task.</p> <p>Make certain to read the Rationale and review any resources provided to support candidate learning. Make notes for ways you can reinforce or introduce the content necessary for your candidates to be successful. Be prepared to help candidates build a bridge to new content and to understand the standards and criteria necessary to be to successful.</p> <p>Thoroughly review the directions for each section and examine each rubric row that correspond to that section. Please review each</p>

	<p>rubric row with candidates to ensure they understand what is required to successfully complete the assessment.</p>
<p>Assessment Task Directions Candidates will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum. <i>The lesson does not have to be taught, though it can be taught or co-taught, based upon your program and clinical placement options.</i> The individualized instruction and assessment plan should include the following sections. The rationale should be thorough and well aligned to all the components required in each section. Please read the directions for each section and review the rubric rows that correspond to that section. When developing your response, make certain to use the rubric to guide your work.</p> <p>Section 1. Who is the learner?</p> <p>Seek out an individual/education professional whom can provide you with a picture of who the individual is as a learner. Describe the individual by including cognitive, linguistic, social, emotional and/or physical developmental skill levels and abilities, interests, emotional progress and a statement of educational need and data sources that guided planning.</p> <p>Also, include in your planning a response to the following: How will you address the special needs of the learner? Write a description of and rationale for the selected instructional adaptations and accommodations needed. (2-3 pages)</p> <p>Section 2. What should the learner learn?</p> <p>Identify at least three learning objectives/goals and develop a rationale that support why the objectives/goals are meaningful learning outcomes for the learner. (Virginia Standards of Learning (SOLs), ASOLs, College-and-Career-Ready skills, and other content specific objectives should be included in lesson plans.) Write a rationale that includes the context of why each objective/goal was identified for the learner, including any data used to help you identify the objectives. (1/2- 1 page)</p> <p>Section 3. How will you teach, and how will the learner learn?</p> <p>Describe at least three evidence-based instructional</p>	<p>Please read the directions for each section and review the rubric rows that correspond to that section. If your program modifies the directions or embeds this assessment in a key assessment or other assignment, make certain to use the rubric to guide your work.</p> <p>When introducing the assessment to candidates, review the directions for each section and the rubric rows that correspond to that section.</p> <p>Note that in the directions this statement is made: <i>The lesson does not have to be taught, though it can be taught or co-taught, based upon your program and clinical placement options.</i> Make certain to update the directions with program specific expectations for this assessment.</p> <p>Directions are clear about what should be included in the response. Guiding questions are often included to guide candidate thinking about the assessment.</p> <p>Page numbers are suggestions. If your program is modifying this task, you may change the page requirements.</p> <p>Section 2 includes the</p>

<p>strategies that address the identified learning objectives/goals and reflect the learner's cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests and educational needs. Include the use of augmentative and/or alternative communication systems and/or assistive technologies or other appropriate technologies used to address learning needs. Write a rationale for each showing how the strategies support learning and success. (1-2 pages)</p> <p>Section 4. How will I know the learning objectives/goals were achieved?</p> <p>Write a plan for the assessment and documentation of the learner's progress toward the identified objectives/goals. Include a rationale for each of your decisions. (1-2 pages)</p>	<p>identification of objectives/goals. Make certain that lesson plans clearly note national standards as well as SOLs/ASOLs. The CAEP visiting team will need candidates and instructors/assessors to reference both SOLs/ASOLs in any lesson plans, and be able to speak to Career-and-College-Ready skills.</p> <p>The key item to address with candidates in Section 3 is the use of augmentative and/or alternative communication systems and/or assistive technologies or other appropriate technologies used to address learning needs. Suggest options and resources applicable to your program.</p> <p>Note that Section 4 requires an assessment plan and documentation (or examples of the assessments)</p>
<p>Reference Spencer, J. (2003). <i>Learning and teaching in the clinical environment</i>. London, England: BMJ Publishing Group. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1125480/</p>	<p>Please review the resources cited to improve your ability to support the candidates in your program.</p>
<p>CAEP Common Assessment Individualized Instruction and Assessment Plan Rubric</p>	
<p>In the _____ program, Individualized Instruction and Assessment Plan Task is completed during _____ and is assessed by _____. The target score for all candidates is "Meets Standard" Level 3. The candidate must earn a score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific</p>	<p>This is the same introductory paragraph from page one of the task. This contextual information was added here since only the rubric is uploaded by AERO into TK20. Programs will edit this section to reflect when and where the assessment is administered</p>

lesson plan to impact on individual learning.

Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3-Meets Standard: This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

and by whom.

Programs edit this section to reflect when and where the assessment is administered and by whom.

Introducing the assessment

When introducing the assignment to the candidates, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and provide examples that are specific to program or clinical experiences.

Initial assessment review strategy

We suggest that you reread the directions and the rubric, including the scoring guidelines, prior to your first read of the assessment.

As you score the assessment, consider if each section is a 3 (meets standard) or a 4 (exceeds standard). Alternatively, if the score is 2 (approaching the standard) or 1 (does not meet the standard), then please go back and review the criteria in the rubric to refine your score.

In this training guide rubric, the key components of the criteria are highlighted to help guide scoring.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1. Who is the Learner? Description of the Learner				
The candidate	The candidate	The candidate	The candidate	The candidate

<p>assesses learner performance to design and adapt instruction to meet a learner’s needs in each area of development (cognitive, linguistic, social, emotional, and physical), and scaffolds learning to the next level of development.</p> <p><i>InTASC 1 VDOE 1 SPA Diversity</i></p> 	<p>does not provide a description of the learner and/or does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>provides description of the learner that includes appropriate assessment data but does not address all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>provides description of the learner that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress.</p> <p>The candidate describes current impact of learner characteristics on learning and scaffolds learning to the next level of development.</p>	<p>provides description of the learner that includes both appropriate and multiple forms of assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need.</p> <p>The candidate describes and provides examples of impact of learner characteristics on learning and scaffolds learning to the next level of development.</p>
<p>The candidate accesses resources, supports, and/or specialized assistance and services to meet particular learning differences or needs, including appropriate technology.</p> <p><i>InTASC 2 VDOE 1 SPA Technology</i></p> 	<p>The candidate does not identify either adaptations or accommodations to support learner achievement of learning objectives.</p>	<p>The candidate identifies either adaptations or accommodations that do not fully align with identified needs.</p>	<p>The candidate identifies and describes appropriate adaptations or accommodations that support learner achievement of learning objectives/goals, including technology.</p>	<p>The candidate thoroughly describes multiple, appropriate adaptations or accommodations that clearly support learner achievement of learning objectives/goals, including technology.</p>

Statement of Educational Need

<p>The candidate uses multiple and appropriate types of assessment data to develop differentiated learning experiences aligned with learning needs.</p> <p><i>InTASC 6 VDOE 4 SPA</i></p>	<p>The candidate does not address learner educational needs or inappropriately uses assessment data to create a statement of educational need to assessment results.</p>	<p>The candidate uses assessment data to create a statement of educational need that does not align educational need to assessment results.</p>	<p>The candidate uses assessment data to create an appropriate statement of educational need aligned to assessment results.</p>	<p>The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of educational need directly aligned to assessment results.</p>
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Section 2. What should the learner learn? Identification of Learning Objectives

<p>The candidate collaboratively selects and creates learning objectives that are appropriate for curriculum goals and content standards, and are relevant to the learner.</p> <p><i>InTASC 7 VDOE 2 SPA</i></p> <p>Diversity </p>	<p>The candidate identifies learning objectives that are either incomplete because related outcomes are not identified or the objectives are not directly related to learner educational need.</p>	<p>The candidate identifies learning objectives without relevance to learner educational need.</p>	<p>The candidate identifies learning objectives with related outcomes that are relevant to individual learner needs.</p>	<p>The candidate identifies distinct learning objectives with related outcomes that are relevant to individual learner needs. These learning outcomes allow for different and individualized learning pathways that flow throughout instruction.</p>
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Identification of Rationale for Learning Objectives

<p>The candidate identifies objectives for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p><i>InTASC 7</i></p>	<p>The candidate does not identify objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner</p>	<p>The candidate selects objectives for the learner that are misaligned to specific learning goals/outcomes and/or the relationship of the learning objectives to</p>	<p>The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of</p>	<p>The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner</p>
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<p>VDOE 2 SPA</p> <p>Diversity</p> 	<p>educational needs is missing or unclear.</p>	<p>learner educational needs is missing or unclear.</p>	<p>the learning objectives to learner educational needs is clear.</p>	<p>educational needs is clear. The rationale is clearly identified for the selection of objectives and how objectives support the achievement of learning goals.</p>
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Section 3. How will you teach and how the learner learn? Description of Instructional Strategies and Adaptations

<p>The candidate plans how to achieve learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for learners.</p> <p>InTASC 7 VOE 2 SPA</p> <p>Diversity</p> 	<p>The candidate does not identify instructional strategies, or identifies instructional strategies that are not aligned to the learning objectives or learning needs.</p>	<p>The candidate identifies instructional strategies that are not appropriate for meeting the learning objectives or learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that align to the learning objectives and learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that align to specific learning objectives and learning needs.</p> <p>The candidate provides evidence of the effectiveness of selected learning strategies through data analysis.</p>
<p>The candidate uses a variety of instructional strategies to engage learners in meaningful application of content knowledge.</p> <p>InTASC 8 VDOE 3 SPA</p> <p>Diversity</p>  <p>College-and-</p>	<p>The instructional strategies used by the candidate do not encourage the meaningful application of content knowledge.</p>	<p>The candidate uses a limited instructional strategies to encourage learners to develop meaningful application of content knowledge.</p>	<p>The candidate uses a variety of instructional strategies that encourage learners to develop meaningful application of content knowledge.</p>	<p>The candidate provides insight into their own pedagogical and content knowledge in discussing the selection of instructional strategies for the learning experience. The instructional strategies encourage all learners to develop</p>

<p>Career-Ready</p> 				<p>meaningful application of content knowledge and the authentic application of the new knowledge.</p>
<p>The candidate connects concepts, differing perspectives, and appropriate digital/assistive technologies to engage learners in critical thinking, creativity, and/or problem solving.</p> <p><i>InTASC 5 VDOE 2 SPA</i></p> <p>Technology</p>  <p>Diversity</p>  <p>College-and-Career-Ready</p> 	<p>Candidate does not connect concepts, address differing perspectives, or use appropriate digital/assistive technologies to engage learners in higher-level learning.</p>	<p>Candidate connects concepts, addresses differing perspectives, or uses appropriate digital/assistive technologies to engage learners but at a basic level of learning and recall.</p>	<p>Candidate connects concepts, addresses differing perspectives, and uses appropriate digital/assistive technologies to engage learners in higher-level learning in using critical thinking, creativity, and/or problem solving.</p>	<p>Candidate creates multi-disciplinary opportunities, a range of multiple perspectives, and uses appropriate digital/assistive technologies to engage learners in critical thinking, creativity, and collaborative problem solving.</p>

Rationale for Instructional Strategies and Adaptations

<p>The candidate understands how cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions/ adaptations that build on learner strengths and</p>	<p>The candidate does not provide a rationale that aligns to specific instructional strategies nor identifies the relationship of instructional strategies to learning objectives. Learner educational needs is missing</p>	<p>The rationales do not align to specific instructional strategies and, the relationship of instructional strategies to learning objectives to meet learner educational needs is unclear.</p>	<p>The rationales are aligned to instructional strategies. The relationship of instructional strategies to learning objectives is clear. Instructional decisions/ adaptations are aligned to learner</p>	<p>The rationales show one-to-one alignment to instructional strategies. The relationship of the instructional strategies to specific learning objectives meet learner educational needs and is clearly and effectively aligned.</p>
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<p>needs.</p> <p>InTASC 1 VDOE 1 SPA</p> <p>Diversity</p> 	<p>or unclear.</p>		<p>educational needs.</p>	<p>Instructional decisions/ adaptations included multiple pathways to learner achievement of learning outcomes.</p>
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Section 4. How will I know the learning objectives/goals were achieved? Assessment and Documentation of Learner Progress

<p>The candidate designs assessments that match learning objectives with assessment methods.</p> <p>InTASC 6 VDOE 4 SPA</p>	<p>The candidate does not describe an assessment plan that that evaluates all learning objectives or describes a plan that does not directly measure all of the learning objectives (e.g., is not observable, measurable).</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives but does not include documentation of both formative and summative measures.</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives and includes both formative and summative assessments that minimize sources of bias.</p> <p>The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications.</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives, includes formative and summative assessments that minimize sources of bias and includes multiple data sources for each objective.</p> <p>The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications.</p>
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Appendix

Links to

CAEP Standards

InTASC Standards

VDOE Standards

VDOE Tech Standards

Course Resources:

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England: BMJ Publishing Group. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1125480/>