# College of Education and Human Development
## Division of Special Education and disAbility Research

Summer 2018
EDSE 627 643: Assessment
CRN: 43047, 3 – Credits

| | |
|---|---|
| **Instructor**: Dr. Nancy Cerar | **Meeting Dates**: 5/22/2018 – 7/24/2018 |
| **Phone**: 703-785-4089 | **Meeting Day(s)**: Tuesday |
| **E-Mail**: nirby@gmu.edu | **Meeting Time(s)**: 5 pm – 9:30 pm |
| **Office Hours**: By appointment | **Meeting Location**: Off Campus |
| **Office Location**: TBD | **Other Phone**: N/A |

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Prerequisite(s)**: None
**Co-requisite(s)**: None

## Course Description
Offers knowledge and experiential learning activities related to assessment of students with mild disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

## Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

## Advising Tip
Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

**Course Delivery Method**

Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

**Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.
2. Compare and contrast the terms assessment and testing.
3. Describe relevant ethical standards, litigation, and legislation related to assessment.
4. Describe the characteristics of norm-referenced, criterion-referenced, curriculum-based and informal teacher-made tests, their similarities and differences, and their respective roles in the assessment process.
5. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
6. Create graphic displays of data in appropriate formats including: stem and leaf plot, scatterplot, and line graph using a computer spreadsheet.
7. Calculate descriptive statistics using a computer spreadsheet.
8. Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
9. Select, administer, and score of a variety of educational tests.
10. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. § Write assessment reports of academic achievement tests.
11. Conduct curriculum-based assessments to guide instructional decision-making. § Explain the benefits and limits of different forms of assessment (e.g., individual, norm-referenced assessment vs. continuous progress measures).
12. Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).
13. Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.
14. Describe the procedures and purposes of Response to Intervention (RTI).
15. Critique assessment and instructional accommodations relative to specific learning characteristics.

**Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

**Required Textbooks**

Overton, T. (2016). *Assessing learners with special needs: An applied approach* (8th ed.). Upper Saddle River, NJ: Pearson Education.

**Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Additional Readings**

Jim Wright (1992). *Curriculum-based measurement: A manual for teachers.* Syracuse (NY) City Schools. Retrieved from: http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf

Other readings will be posted on the class Blackboard site.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

> **Tk20 Performance-Based Assessment Submission Requirement**
> It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.
>
> For *EDSE 627*, the required PBA is <u>Curriculum-Based Measurement Project.</u> Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete

(IN).  Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.


### Assignments and/or Examinations
### Performance-based Assessment (Tk20 submission required)
There is a required Tk20 submission for this class. It is the Curriculum-Based Measurement Project (CBM Project; See Appendix A). You will upload the same document twice on blackboard, once in the assessment spot for Tk20 and once in the assignment slot (labeled CBM). The assessment version will use a rubric that is necessary to ensure program integrity. It has no bearing on your grade other than if you fail to upload it, you get and incomplete that will automatically turn into an F unless you take care of the deficiency. You will not see the score on the rubric for this upload; however, you will see the score on the rubric that is provided in the syllabus for the version that you upload in the assignments slot. That score is the one that will be used in calculating your grade.


### College Wide Common Assessment (Tk20 submission required)
The College-wide Common Assessment required in this course is the Collaborative Learning Team Assessment. The Collaborative Learning Team Assessment is NOT a separate assessment for students, but is a part of the Curriculum-Based Measurement Project. Therefore, you'll post the Curriculum-based Measurement project to both assessment Tk20 links in Blackboard, and in the assignment folder (for a total of three uploads of the CBM project).


### Performance-based Common Assignments (No Tk20 submission required)
- **Weekly Quizzes**
- **CBM Proposal**
- **Statistics Homework**
- **IRIS Module**
- **Assessment Review**

| Assignments | Possible Points |
|---|---|
| 1) Attendance & Participation | 30 pts |
| 2) Statistics Homework | 50 pts |
| 3) Assessment Review | 20pts |
| 4) Standardized test: guided report/interpretation | 60 pts |
| 5) IRIS Module | 20 pts |
| 6) CBM proposal | 10 pts |
| 7) CBM Project | 100 pts |

| 8) Weekly Quizzes (lowest 1 will be dropped) | 60 pts |
|---|---|
| Total | 350 pts |

## ONLINE SUBMISSION OF STUDENT WORK REQUIRED

All student work *must* be submitted through the ***Blackboard Assignment*** function on the class website. Due dates are posted on the syllabus schedule and also on the blackboard site. On time submissions are required to be in the class Assignment box *by the beginning of the class session on the due date. Only* submissions through the assignment box will be accepted. **Assignments sent as email attachments will be deleted without opening them.**

**Each scoring rubric contains points for on-time submission of assignments. All assignments are due at *the beginning of the class period* on the date indicated. The points for on-time submission are no longer available after the submission deadline passes.**

Submitting an assignment late does not alter the due dates of the other assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester. Graded assignments will be returned to you through the class assignment box feature as well.

### *File Names for Online Submission*
**You must include your name** *in the file name* when you submit to Blackboard. I will deduct five points from each submission (nonrefundable) if your file downloads without your name in the title. Non-refundable means that even if you send the file early for feedback purposes, you lose the five points for the assignment if it does not contain your name ***in the file name***.

**Blackboard will *not* add your name to your submission** as is required for this class. It will label it on the server but when it downloads, only the name of the file *as it appears on your computer* will be transmitted. The name must be assigned to the file on your computer before you send it to Blackboard.

The format for the file name is:
<div align="center">

*<your last name-assignment name>*
</div>

If I were submitting homework assignment 1 through the Dropbox, I would call it:

<div align="center">

### Cerar-Homework 1
</div>

Note: If the file name on your computer does not look like my example, it will not look like my example in blackboard or when it downloads to my computer and you will lose points.

#### Course Policies and Expectations
##### Attendance/Participation
Students are expected to: (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness,

and professionally relevant, respectful and active participation are expected and required in order to earn weekly participation points.

Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. ***Please do not request permission to miss a class***—you must make your own decision.

For any absence, please notify the instructor by email prior to the start time of the missed session. For the *first* absence, a student does not earn credit for the participation points for that session and takes on the responsibility of obtaining all missed information from another student. Students who are absent are held responsible for the material covered and assignments given and due.

A *second* absence will result in the final grade dropping by 5 points.

*If there are truly extenuating circumstances, it is your responsibility to consult with the instructor.*

### Late Work
**Ten percent of the available points** for the assignment will be deducted for late submissions during the **first week after the due date. After one week** from the due date, assignments will be penalized **an additional 10% of the total available score for each week they are late.** Thus an assignment that is two weeks late is able to obtain only 80% of the points for the assignment regardless of the quality of the work. After two weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 70 (90-20). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was loaded into the Blackboard Assignment folder will be the date of record. Partially completed or inadequate assignments loaded into the Blackboard Assignment folder will be the assignments of record for the student.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

### Grading Scale
| | | |
|---|---|---|
| 95 – 100% = A | 90 – 94% = A- | 80 – 80% = B |
| 70 – 79% = C | < 70% = F | |

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

**Professional Dispositions**
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

**Class Schedule**
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Class | Date | Topic | Preparation |
|---|---|---|---|
| 1 | 5/22 | Introduction and Course Overview<br><br>Legal, professional, and ethical requirements relative to assessment | Overton        Chapters 1 & 2 |
| 2 | 5/29 | Quantitative Measurement Concepts I<br><br>Computers in assessment data management* | Overton        Chapter 3<br><br>Excel instruction on website<br><br>**Weekly Quiz** |
| 3 | 6/5 | Quantitative Measurement Concept II | Overton        Chapter 4<br>Daub (1996)<br>Fuchs & Fuchs (1986a)<br>**Weekly Quiz** |
| 4 | 6/12 | CBM, and Progress Monitoring | Overton        Chapters 6 & 7<br>Espin (2000) |

| | | | Fuchs & Fuchs (1986b) |
|---|---|---|---|
| | | | Hosp & Hosp (2003) |
| | | | **Statistics Homework Due** |
| | | | **Weekly Quiz** |
| 5 | 6/19 | ONLINE CLASS Achievement Tests | Overton          Chapters 5 & 8 <br><br> **CBM Proposal** <br> **Weekly Quiz** |
| 6 | 6/26 | Analyzing tests & writing reports | Overton          Chapter 13 <br> **Assessment Review** <br> **Weekly Quiz** |
| 7 | 7/3 | NO CLASS | |
| 8 | 7/10 | Behavior <br><br> Intelligence and Adaptive Behavior <br><br> RTI <br><br> **Revisit CBM Analysis** | Overton          Chapter 9 <br><br> Overton          Chapter 10 <br><br> Brigham (2010) <br><br> **Test Report 1 Due** <br> **Weekly Quiz** |
| 9 | 7/17 | Alternative assessments <br><br> Classroom testing, grading, etc. <br><br> Test accommodations | Thurlow (2001) <br> Conderman (2010) <br><br> Bateman (2009) <br> Byrnes (2008) <br><br> **IRIS Module Due** <br> **Weekly Quiz** |
| 10 | 7/24 | CBM presentations | **CBM Presentation Due** <br> **CMB Report Due** |

**Core Values Commitment**
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

**GMU Policies and Resources for Students**

**Policies**
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/ ).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

**Campus Resources**

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

**For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.**

**Appendix**
   **Assessment Rubric(s)**
   Curriculum-based Measurement Project

|  | **Does Not Meet Expectations 1** | **Meets Expectations 2** | **Exceeds Expectations 3** |
|---|---|---|---|
| Reason for Assessment<br><br>CEC Standard 3<br><br>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | • Candidate omits or provides unclear/limited explanation of any of the following:<br>  o area of general curriculum of concern for student.<br>  o reason for prioritizing chosen area of the general curriculum.<br>  o student's current level of performance in the general curriculum area of concern.<br>  o **how the student's current level of performance differs from** | • Candidate identifies area of general curriculum of concern for student.<br>• Candidate states reason for prioritizing chosen area of the general curriculum.<br>• Candidate describes the student's current level of performance in the general curriculum area of concern.<br>• Candidate describes how the student's current level of performance differs from average performing peers. | • Candidate identifies area of general curriculum of concern for student.<br>• Candidate states reason for prioritizing chosen area of the general curriculum.<br>• Candidate describes the student's current level of performance in the general curriculum area of concern.<br>• **Candidate describes how the student's current level of performance differs from average performing peers.**<br>• **Candidate presents an** |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---|---|---|---|
| | average performing peers. | | innovative application of the concepts OR provides unusual depth and integration to the description of all areas. |
| Description of the Target Behavior<br><br>CEC Standard 1<br><br>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | • Candidate omits or provides unclear/limited explanation of any of the behavioral objective.<br>• **Candidate states behavioral objective that DOES NOT include task, condition, and/or criterion directly related to general education curriculum.** | • Candidate states behavioral objective for student to show mastery and fluency in selected skill.<br>• Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum.<br>• | • Candidate states behavioral objective for student to show mastery and fluency in selected skill.<br>• Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum.<br>• Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.<br>• |
| Description of assessment procedure and example of probes<br><br>CEC Standard 4<br><br>Candidate uses multiple methods of assessment and data sources in making educational decisions. | • Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR identifies a biased assessment of target behavior.<br>• Candidate DOES NOT identify and describe assessment procedures that directly related to individualized behavioral objective OR candidate identifies and describes assessment procedures that ARE NOT directly related to the behavioral objective.<br>• Candidate DOES NOT describe and provide examples of CBM probes that:<br>   o Use constant time<br>   o Contain constant number of items<br>   o Remain constant in difficulty level<br>OR candidate describes and provides examples of CBM probes that DO NOT: | • Candidate identifies and describes a nonbiased assessment of target behavior.<br>• Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective.<br>• Candidate describes and provides examples of CBM probes that:<br>   o Use constant time<br>   o Contain constant number of items<br>   o Remain constant in difficulty level<br>• Candidate employs clear rules for instructional decision-making. | • Candidate identifies and describes a nonbiased assessment of target behavior.<br>• Candidate identifies and describes assessment procedures that directly related to individualized behavioral objective.<br>• Candidate describes and provides examples of CBM probes that:<br>   o Use constant time<br>   o Contain constant number of items<br>   o Remain constant in difficulty level<br>• **Candidate employs clear rules for instructional decision-making.**<br>• **Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.** |

|  | **Does Not Meet Expectations 1** | **Meets Expectations 2** | **Exceeds Expectations 3** |
|---|---|---|---|
|  | o Use constant time OR<br>o Contain constant number of items OR<br>o Remain constant in difficulty level<br><br>• **Candidate DOES NOT employ clear rules for instructional decision-making.** |  |  |
| Changing the Behavior<br><br>CEC Standard 5<br><br>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. | • Candidate describes an instructional plan for the individual student that DOES NOT:<br>o Directly addresses the target behavior, OR<br>o Is based on student current level of performance as evidenced by functional assessments, OR<br>o Shows evidence of task analysis of the skill area,<br>• **Candidate DOES NOT Make responsive adjustments to instruction based on continuous observation (collection of CBM data).** | • Candidate describes an instructional plan for the individual student that:<br>o Directly addresses the target behavior,<br>o Is based on student current level of performance as evidenced by functional assessments,<br>o Shows evidence of task analysis of the skill area, and<br>o Makes responsive adjustments to instruction based on continuous observation (collection of CBM data). | • Candidate describes an instructional plan for the individual student that:<br>o Directly addresses the target behavior,<br>o Is based on student current level of performance as evidenced by functional assessments,<br>o Shows evidence of task analysis of the skill area, and<br>o **Makes responsive adjustments to instruction based on continuous observation (collection of CBM data).**<br>• **Candidate describes innovative or highly responsive instruction that directly addresses the target behavior and is based on student data.** |
| Summary of Results<br><br>CEC Standard 4<br><br>Candidate uses multiple methods of assessment and data sources in making educational decisions. | • Candidate provides a performance graph that:<br>o Is NOT clear to the reader,<br>o DOES NOT include baseline, aimline, or phaseline and<br>o DOES NOT INCLUDE clear indication of data decision points.<br>• Candidate DOES NOT show evidence of interpretation of | • Candidate provides a performance graph that:<br>o Is clear to the reader,<br>o Includes baseline, aimline, and phaseline and<br>o Clear indication of data decision points.<br>• Candidate shows evidence of interpretation of data and clear communication by:<br>o Summarizing student | • Candidate provides a performance graph that:<br>o Is clear to the reader,<br>o Includes baseline, aimline, and phaseline and<br>o Clear indication of data decision points.<br>• Candidate shows evidence of interpretation of data and clear communication by:<br>o Summarizing student response to instruction |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---|---|---|---|
| | data and clear communication by: <br>○ NOT/NOT THOROUGHLY summarizing student response to instruction <br>○ NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and <br>○ NOT/NOT THOROUGHLY providing recommendations for further instruction. <br>• | response to instruction <br>○ Identifying any decisions made using the data decision rules, and <br>○ Providing recommendations for further instruction. <br><br>• | ○ Identifying any decisions made using the data decision rules, and <br>○ Providing recommendations for further instruction. <br>• Candidate provides a strong example of professional thinking and writing in the integration of all required components. |
| Project Reflection<br><br>CEC Standard 6<br><br>Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. | • Candidate DOES NOT use learner data to reflect on the target student's response to the behavior change process, and DOES NOT include evidence of: <br>○ Self-evaluation of the instruction provided OR <br>○ Reflecting on one's practice to improve instruction and guide professional growth, OR <br>• **Commitment to use of evidence-based practices in assessment and instruction.** | • Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of: <br>○ Self-evaluation of the instruction provided <br>○ Reflecting on one's practice to improve instruction and guide professional growth, and <br>○ Commitment to use of evidence-based practices in assessment and instruction. | • Candidate uses learner data to reflect on the target student's response to the behavior change process, including evidence of: <br>○ Self-evaluation of the instruction provided <br>○ Reflecting on one's practice to improve instruction and guide professional growth, and <br>• **Commitment to use of evidence-based practices in assessment and instruction.** <br>• Candidate provides a strong example of professional thinking and writing in the integration of all required components. |

## Collaborative Learning Team Task

| Criteria | Does Not Meet Standard 1 | Approaches Standard 2 | Meets Standard 3 | Exceeds Standard 4 |
|---|---|---|---|---|
| **Part 1. Collaboration** | | | | |

| | | | | |
|---|---|---|---|---|
| **The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners.**<br><br>*InTASC 10(b)* | The candidate **does not provide** evidence of effectively collaboration with school professionals to plan **and/or** jointly facilitate learning to meet diverse needs of learners. | The candidate provides evidence that he/she collaborates only **occasionally or less than effectively** with school professionals to plan and jointly facilitate learning to meet diverse needs of learners. | The candidate provides evidence that he/she collaborates with school professionals to **effectively** plan and **jointly** facilitate learning to meet diverse needs of learners but **did not** take advantage of all opportunities. | The candidate provides evidence that he/she collaborates **regularly and effectively** with a variety of school professionals to plan and **jointly** facilitate learning to **meet diverse needs** of learners. |
| **The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.**<br><br>*InTASC 10(f)* | The candidate **does not provide** evidence of collaboration with school professionals to engage in professional learning that advances practice. | The candidate provides evidence that he/she only **occasionally or less than effectively** collaborates with school professionals to engage in professional learning that advances practice. | The candidate provides evidence that he/she **effectively** collaborates with school professionals to **effectively** and **jointly** engage in professional learning that advances practice. | The candidate provides evidence that he/she collaborates **regularly and effectively** with a variety of school professionals to **effectively** and **jointly** engage in professional learning that advances practice. |
| **Part 2. Assessments and Instruction** | | | | |
| **Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation,** | The candidate **does not** show evidence of collaboration with colleagues in the use of data to evaluate outcomes of | The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of | The candidate independently and in collaboration with colleagues uses data to **effectively** evaluate | The candidate independently and in collaboration with colleagues uses a **variety of data** to **accurately** |

| | | | | |
|---|---|---|---|---|
| **information about learners, research) to evaluate outcomes of teaching and learning to adapt planning and practice.**<br><br>*InTASC 9(c)* | teaching and learning or to adapt planning and practice. | teaching and learning **but inaccurately or ineffectively** adapts planning and practice. | outcomes of teaching and learning **and** adapts planning and practice. | evaluate outcomes of teaching and learning and **effectively** adapts planning and practice for all learners. |
| **Part 3. Lesson Plan** | | | | |
| **The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.**<br><br>*InTASC 7(j)* | The candidate exhibits **a limited or no** understanding of the strengths and needs of individual learners **nor** how to plan instruction that is responsive to strengths and needs. | The candidate exhibits a **limited** understanding of the strengths and needs of individual learners **and/or** how to plan instruction that is responsive to these strengths and needs. | The candidate exhibits an understanding the strengths and needs of individual learners and how to plan **effective** instruction that is responsive to these strengths and needs. | The candidate exhibits a **deep understanding** the strengths and needs of **diverse** learners and how to plan **effective** instruction that is responsive to these strengths and needs. |
| **The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.**<br><br>*InTASC 6(a)* | The candidate **does not provide evidence** of the use of formative and summative assessment as appropriate to support, verify, and document learning. | The candidate provides **limited** evidence of the use of formative **and/or** summative assessment as appropriate to support, verify, and document learning. | The candidate provides **adequate** evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning. | The candidate provides **extensive** evidence of the balanced use of **multiple** formative and summative assessments as appropriate to support, verify, and document learning. |

| The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.<br><br>*InTASC 6(b)* | The candidate provides **no evidence** that he/she designs assessments that match learning objectives with assessment methods **or** minimizes sources of bias that can distort assessment results. | The candidate provides **little evidence** that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. | The candidate provides **evidence** that he/she designs **effective** assessments that **closely** match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. | The candidate provides multiple pieces of **evidence** that he/she designs **effective** assessments that **align** learning objectives with a **variety** of assessment methods and minimizes sources of bias that can distort assessment results. |
|---|---|---|---|---|
| The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.<br><br>*InTASC 6(c)* | The candidate **does not** work independently and collaboratively to examine test and other performance data to understand **some** learner's progress and to guide planning. | The candidate works independently **and/or** collaboratively to examine **limited** test and other performance data to understand **some** learner's progress and to guide planning. | The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. | The candidate works independently and collaboratively to examine **multiple sources of** test and other performance data to understand every learner's progress and to guide planning to meet **diverse** student needs. |
| **Part 4 Teaching Action Plan** | | | | |

| | | | | |
|---|---|---|---|---|
| **The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.**<br><br>*InTASC 9(e)* | The candidate **describes rather than reflects on** personal biases **and does not** access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. | The candidate **describes rather than reflects on** personal biases and accesses **some** resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. | The candidate reflects on **some** personal biases and accesses **a range** of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. | The candidate reflects **candidly on a variety of personal biases** and accesses a **broad range** of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. |

| | | | | |
|---|---|---|---|---|
| **The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.**<br><br>*InTASC 10(a)* | The **c**andidate **does not** work with the instructional team, receives **limited** feedback on practice, examining **minimal** learner work, **rarely** analyzing data, and sharing **little** responsibility for decision making and accountability for student's learning. | The **c**andidate **occasionally and/or passively** works with the instructional team, receiving **limited** feedback on practice, examining **some** learner work, analyzing data **from a single source**, and sharing **little or no** responsibility for some decision making and accountability for each student's learning. | The **c**andidate takes an **active** role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from **multiple sources**, and sharing responsibility for decision making and accountability for **each** student's learning. | The **c**andidate takes an **active** role on the instructional team, **giving and receiving** feedback on practice, examining learner work, analyzing data from **multiple sources**, and sharing responsibility for decision making and accountability for each student's **diverse** learning needs. |