

**4.2 Locates, develops and utilizes a variety of informal and formal assessments, including rubrics. Examples of assessments may include observation, portfolios of student work, teacher-made tests, performance tasks, projects, student (CO: 3.3) self-assessments, peer assessment, and standardized tests.**

	<b>Basic (1.0 - 1.9)</b>	<b>Developing (2.0 - 2.9)</b>	<b>Proficient (3.0 - 3.9)</b>	<b>Advanced (4.0)</b>
<b>Rubrics</b>	No evidence of a rubric OR rubric includes sufficient errors in dimensions or criteria that make it unusable as an evaluation tool.	Develops rubric that is appropriately organized into dimensions and criteria that describe differences in quality of student performance; may include some terms that are not directly observable without more elaboration (e.g., "often," "usually"); may not present evidence of rubric use	Evidence of 1) consistency in developing rubrics (more than one) that includes dimensions and criteria that meet criteria for "developing" and include no terms that are not directly observable without more elaboration AND 2) application of the rubrics in a reliable manner (i.e., observer would agree with rater on student proficiency)	Meets all criteria for "proficient" AND rubrics address different skill areas
<i>Note: Quality of Assessments (Validity, Reliability) Is Addressed in Standard 4.1</i>				
<b>Multiple Assessments</b>	No evidence of multiple types of assessments	Demonstrates flexibility in use of assessments by including a variety of types of assessments to evaluate learning, including at least three of the following: teacher-made written tests and assignments, direct observation of student behavior, performance tasks, authentic assessments, student & peer assessment (see 4.6), project assessments, portfolios of student work, standardized tests.	Demonstrates flexibility in use of assessments by including a variety of types of assessments to evaluate learning, including a <u>majority</u> of the following: teacher-made written tests and assignments (should demonstrate a variety of response requirements such as constructed response, matching, fill-in-the blank, etc.), direct observation of student behavior, performance tasks, student & peer assessment (see 4.6), authentic assessments, project assessments, portfolios of student work, standardized tests	Demonstrates flexibility in use of assessments by including a variety of types of assessments to evaluate learning, including <u>multiple examples of the following</u> : teacher-made written tests and assignments (should demonstrate a variety of response requirements such as constructed response, matching, fill-in-the blank, etc.), direct observation of student behavior, performance tasks, student & peer assessment (see 4.6), authentic assessments, project assessments, portfolios of student work, standardized tests
	No evidence of multiple types of assessments OR multiple assessments all from one type of source (e.g., basals, published commercial materials)	Demonstrates ability to develop, locate, and revise multiple assessments from a variety of sources (basals, commercial published materials, Internet); to be "developing," s/he must have developed own assessment, located at least one, and revised at least one assessment, using at least two different types of sources	Demonstrates flexibility in developing, locating and revising multiple assessments from a variety of sources (basals, commercial published materials, Internet); to be "proficient," s/he must have developed and also revised multiple types of assessments AND must have used all three types of sources	To be "advanced," s/he must meet criteria for "proficient" AND have developed and also revised multiple types of assessments across each area of responsibility

<b>Multiple (cont.)</b>	No evidence of multiple assessments OR no evidence of locating, developing, and utilizing different types of assessments in each area of teaching responsibility, including social-behavioral, math and literacy	Locates, develops, and utilizes a variety of assessments but may be for one curricular area (e.g., history)	Locates, develops, and utilizes a variety of assessments in each area of teaching responsibility, including literacy	Locates, develops, and utilizes a variety of assessments in each area of teaching responsibility, including social-behavioral, math and literacy
<b>Functions of Assessment</b>	No evidence OR does not match type of assessment with the reason or function of assessment (e.g., plans pre-assessments that give limited useful information to plan instruction)	<u>Plans</u> at least one effective example of all of the following functions of assessment, matching the specific tool with the function of assessment: 1) <u>pre-assessments</u> to evaluate learning before instruction (e.g., interest inventory, screening tool, pre-test, criterion-referenced assessment, questioning), 2) <u>summative assessments</u> to evaluate learning after a sequence of instruction (e.g., post-test, criterion-referenced assessment, curriculum-based probes, body of evidence such as portfolio review), 3) <u>formative or lesson assessments</u>	<u>Plans and implements</u> at least one effective example of all of the following functions of assessment, matching the specific tool with the function of assessment: 1) <u>pre-assessments</u> to evaluate learning before instruction (e.g., interest inventory, screening tool, pre-test, criterion-referenced assessment, questioning), 2) <u>summative assessments</u> to evaluate learning after a sequence of instruction (e.g., post-test, criterion-referenced assessment, curriculum-based assessment probes, body of evidence such as portfolio review), 3) <u>formative or lesson assessments</u> to evaluate during instruction	Meets criteria for "proficient" and provides 1) evidence of use of skills at using other functions of assessment such as <u>diagnostic evaluations</u> (formal tests to identify goals for learning plans, functional assessments) AND 2) evidence of the flexible use of a variety of effective tools to be used for different functions of assessment
<b>Administering &amp; Using</b>	No evidence or has not completed necessary preparation: 1) does not assure environment is effective for assessment (e.g., learners can see, hear; setting free from distractions) OR 2) has not read materials, affecting timing, presentation or accuracy	Completed all prior preparation: 1) environment is effective for assessment (e.g., learners can see, hear; setting free from distractions), but environment was established by others (e.g., classroom teacher) AND 2) prior reading of materials resulted in appropriate timing, presentation, and accuracy	Completed all prior preparation: 1) responsible for planning environment and setting is effective for assessment (e.g., learners can see, hear; setting free from distractions) AND 2) prior reading of materials resulted in appropriate timing, presentation, and accuracy	Meets all criteria for "proficient" AND evidence that s/he proactively planned and implemented improvements to the environment or setting that would improve setting for students (procedures to motivate students to achieve their best during testing[e.g., through verbal comments or environmental plans for student accommodations])

<b>Administering &amp; Using</b>	No evidence or any if the following errors occur in administering <u>standardized or other assessments</u> : 1) paraphrases or modifies standardized directions, 2) fails to administer directions so that all can see and hear easily, 3) does not make learners aware of purposes of the assessment, 4) gives assistance (such as hints) that affect outcome, 5) if timed, allows more or less time to complete test, 6) unprepared, unable or unwilling to answer questions correctly, or 7) makes other errors in implementing that affect results.	Administers <u>standardized or other assessments</u> but requires prompting, assistance, or training in understanding or implementing all of the following accurately (may make minor errors that are later corrected): 1) adheres to all directions on a standardized test protocol (e.g., giving instructions, timing, feedback, etc.), 2) assures learners are aware of purposes of the assessment, 3) distributes and collects materials effectively, 4) strictly adheres to requirements for feedback and assistance, 5) times assessment to limit distractions; accurately times tests	Accurately administers standardized or other assessments without assistance: 1) adheres to all directions on a standardized test protocol (e.g., giving instructions, timing, feedback, etc.), 2) assures learners are aware of purposes of the assessment, 3) distributes and collects materials effectively, 4) strictly adheres to requirements for feedback and assistance, 5) times assessment to limit distractions; accurately times tests	Meets all of the criteria for "proficient" and also demonstrates understanding of possible student problems with test, anticipates possible errors in following directions, and structures administration to prevent them
	Fails to monitor effectively (scanning and moving around room) or fails to intervene when students are off-task or need assistance, possibly resulting in students off task during testing or while waiting for others to finish, preventable student errors, student cheating	Adequately monitors student performance during testing (scanning and moving around room) while assisting others OR requires prompting and feedback to adequately monitor all learners' work throughout test, assuring all students are on-task and not cheating and addressing preventable student errors	Monitors all learners' work throughout test, assuring all students are on-task and not cheating and addressing preventable student errors; does not require the support of others to monitor	Meets criteria for "proficient" over more than one test administration AND demonstrates ability to deal with challenging behavior during the assessment (e.g., off-task, talking to peers, non-compliance)
	No evidence OR fails to check for student understanding before proceeding with administering assessment, even after feedback from others	Checks for understanding before proceeding with administration, assuring learners can follow directions for assessment (e.g., completing answer forms); however, needs some prompting/feedback to do this, checks for understanding ineffectively	Checks for understanding before proceeding with administration, assuring learners can follow directions for assessment independently without needing prompting or support (e.g., completing answer forms)	Meets criteria for "proficient" over more than one test administration
<b>Administering &amp; Using</b>	No evidence OR appears unaware or unwilling to plan and implement necessary individual accommodations OR does not follow required protocol guidelines, rendering test results invalid	At least one example of either 1) planning to accommodate individual learner needs within protocol guidelines (e.g., timing, reading test) OR 2) changes in testing guidelines (within protocol requirements if a standardized assessment) that improve the reliability/ validity of the assessment for some students	Accommodates individual learner needs within protocol guidelines (e.g., timing, reading test) by <u>planning and implementing</u> accommodations 1) for all students as required on IEPs, 504 plans, or RTI plans; may need assistance from specialists and 2) at least one example of improving the reliability/validity of the assessment for students	Meets the criteria for "proficient" and demonstrates flexibility in changing the guidelines for administering assessments to improve reliability/validity of the assessment for students either 1) across multiple types of assessment or 2) for various students or student circumstances

Documentation of results of assessment are included with criteria for Standards 2.3 and 4.5				
<b>Interprets Effectively</b>	No evidence of interpreting assessments OR frequently makes errors in interpreting assessments OR frequently does not summarize or interpret lesson assessment	Provides evidence of accurately 1) interpreting student learning using a rubric AND 2) interpreting student learning after planning and implementing a lesson	Demonstrates that can 1) accurately interpret the results of a variety of assessments (performance, authentic, constructed written responses, tests, etc.), tools (rubrics and at least one other type of assessment tool rating scale, checklist), and assessment functions (lesson outcomes, pre-assessment, etc.), 2) aggregate and disaggregate group data and interpret results, 3) analyze data and interpret findings for one student	Meets criteria for "proficient" and demonstrates flexibility in interpreting results of assessments by triangulating data from several sources to answer the same question (e.g., proficiency on meeting TWS goals) to draw conclusions for both groups and individual students

**Operationalization/Criteria:**

**Guidelines for Admission to Education:**

1. Benchmark for admission is that the student "*develops rubrics to evaluate student learning.*"
2. Following the inventory (above), a student should earn a rating of "2" on the "rubric" dimension; cases of "1" should include written remarks and may suggest a support plan.

**Evidence to be Evaluated:** Rubric

**Guidelines for Readiness for Admission to Student Teaching:**

1. Benchmark is *develops, uses, and interprets data from multiple assessments planned for lessons and units*
2. Following the inventory (above), a student should earn a rating of "developing" on all dimensions of the standard.
3. To evaluate, review artifacts attached to the standard, including attached lesson plans, a unit/TWS plan, and any comments from teachers who may have observed assessment and commented on it in field evaluations.

**Evidence to be Evaluated:** Rubrics, assessment components of lesson plans, reflections after teaching, unit plan, student work samples, summaries of assessments, examples of assessments and tools, field experience evaluations

**Guidelines for Program Completion/Student Teaching:**

1. Required for program completion are ratings of "proficient" on all dimensions of the standard.
2. To evaluate, observe lessons from the lesson plan notebook and TWS to determine the range and appropriateness of assessments, as well as their interpretation.
3. Observe the range and appropriateness (to purpose) of assessments used in long term plans/units (e.g., preassessments, formative assessments, portfolio assessments).
4. Observe assessments in each domain/teaching area (e.g., writing, reading, social studies for elementary teachers).
5. Evaluate for diagnostic assessment strategies.
6. Evaluate rubrics and other evaluation criteria and tools developed (across different skills and teaching areas of responsibility).
7. Observe for ability to locate and adapt a variety of assessments developed elsewhere.
8. Consistency = requires fluency/repetition, including documentation of competence in each type of assessment and in each content area, in summative (portfolio, unit test) and daily plans. Consistency must also occur in implementing during at least three observed lessons in a row (documentation from others may be needed).
9. Observe at least one test administration; if possible, observe both standardized and informal test administration.

10. Observe student engagement during the activity, as well as sampling student performance after the assessment to determine whether students followed directions.
11. Ask other observers (if possible) whether administration was typical performance by students/student teacher.
12. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *she utilized a range of assessments in her unit on colonial America, including performance assessment (project), written tests, and a summative assessment of student wwriting; developed rubrics, observationaecording tools, and checklists.*

**Evidence to be Evaluated:**

*Required:* TWS, lesson plans with summaries of assessment results, assessment tools and rubrics, documentation of source of assessment, direct observation of test administration and interview with teacher who has observed other test administrations

*Optional:* Student work samples and interpretation, list of formal evaluations familiar with/conducted, videotape of test administration

**Rationale:**

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