

4.3 Accurately documents in an ongoing manner and reports the effects of various teaching strategies on individual and group student performance relative to content standards through observation of classroom interactions, questioning, and analysis of student work. (CO: 3.4, 5.7)

Detailed criteria related to individual learner performance is included in Standard 4.6

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Documents	No evidence of recording student performance OR inaccurately records student data; only monitoring may be recording of grades in gradebook	Demonstrates one or more accurate summaries of student performance after teaching a lesson but does not meet the criteria for "Proficient"	Documents student performance on lesson plan and other assignments/tests in an ongoing manner, including the following: a. documents a variety of types of student performance, including quizzes/tests, written work, oral responses (e.g., questioning, presentations), student interactions b. documents performance of individual and group mastery of lesson plan objectives; disaggregates group information c. accurately summarizes data for individuals and groups (percent correct, calculates accurate range and mean/mdn scores) d. monitors ongoing performance towards meeting long term objectives (e.g., reading fluency monitoring)	Meets the criteria for "Proficient" and also demonstrates the following: a. consistently documents individual student performance in specific area of the curriculum (e.g., specific goals for students with ILPs or IEPs) b. conducts response analysis of student work to identify strengths and needs (requires demonstration of several accurate examples) c. provides data for special purposes such as data collection/observations to identify the behavioral needs of a student
Displays & Analyzes Data	No evidence OR fails to accurately display ongoing data visually (e.g., line graph or histogram)	Demonstrates one example of accurately visually displaying student learning (e.g., line graph or histogram)	Demonstrates skills at using different strategies to visually display data on student learning by a) utilizing more than one type of visual display (e.g., histogram, line graphy), b) tracking student learning over time, and c) visually displaying group and individual student data	Meets the criteria for "Proficient" and regularly uses a variety of strategies for charting and tracking group and individual student progress

Displays & Analyzes Data	No evidence OR assessment plans for monitoring student progress are developed so that, if implemented, they would fail to identify progress towards meeting learning objectives of individual students or groups of students	Assessment plans for how to evaluate student progress would allow teacher to pinpoint individual students' achievement in important areas, as well as to identify achievement of groups; assessments may not be implemented	Assessment plans for monitoring student progress allow teacher to pinpoint individual students' achievement in important areas, as well as to identify achievement of groups; changes in assessments may occur to improve monitoring; monitoring allows teacher to plan flexible groupings for instruction	Meets the criteria for "Proficient" consistently across several long term goals for students
	No evidence OR consistently is unaware on a daily basis of individual student mastery of objectives	Evidence from more than one lesson includes an accurate analysis of student learning, including suggestions for next steps in instruction; plans for changes in instruction may not be implemented	Provides evidence that s/he is aware, on a lesson-to-lesson basis, of individual student's mastery of objectives AND provides evidence that s/he understands changes that should occur in planning and implementing instruction based on accurate data; all plans may not be consistently implemented	Provides evidence that s/he is aware, on a lesson-to-lesson basis, of individual student's mastery of objectives AND provides evidence that s/he understands changes that should occur in planning and implementing instruction based on accurate data; plans are consistently implemented
Reports: Analysis of Student Learning in TWS	No evidence or analysis OR narratives are not clear or accurate (does not accurately reflect the data)	Presentation of student learning is clear and accurate and understandable but may contain a few errors	Presentation of student learning is clear and accurate and understandable and contains no errors of representation	Meets all of the criteria for "Proficient" and demonstrates fluency and consistency by meeting these criteria for more than one long term plan
	No evidence of discussion of alignment with learning goals OR analysis of student learning is not aligned with learning goals	Analysis addresses student learning in terms of mastery of learning goals but fails to provide a comprehensive profile of student learning relative to goals for whole class, subgroups, and 3 individual students	Analysis addresses student learning in terms of mastery of learning goals and provides a comprehensive profile of student learning relative to goals for whole class, subgroups, and 3 individual students	
	No evidence of interpretation of data OR interpretation is inaccurate and conclusions are missing or unsupported by data	Interpretation of data is technically accurate but conclusions are missing or not fully supported by data	Interpretation is meaningful, and appropriate conclusions are drawn from data	
	No evidence of discussion of impact on student learning OR analysis fails to include evidence of impact in terms of students who achieved and made progress toward learning goals	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals	Analysis of student learning includes complete/thorough evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward each learning goal	

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines for Admission to Student Teaching:

1. Benchmark is that the student *plans implements and accurately analyzes daily performance and identifies individual and group needs; able to develop plans to monitor student learning towards long term goals.*
2. Benchmark at admission to student teaching is "Developing" on dimensions 1 and 2.

Examples of Evidence: Assessment data for lesson plans and graphs, reports, and narratives explaining student performance, assessment plans for units/mini work samples, lesson reflections

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" on evaluations of the university supervisor.
 2. Observe lessons in lesson plan book for inclusion of information about assessment planned and student progress/monitoring of student progress.
 3. Observe at least three administered lessons to determine ongoing monitoring of performance.
 4. Evaluate the TWS in terms of adequacy and thoroughness in ongoing monitoring of student learning.
 5. Evaluate both the student records of progress and the follow-up teaching activity (did the student teacher alter plans).
 6. Observe student teacher reflections (TWS, lesson plans) for effects of monitoring on teaching plans.
 7. Observe range of strategies for plotting and tracking student progress.
 8. Observe for monitoring in each domain/teaching area (e.g., writing, reading, social studies).
 9. Ask student teacher and cooperating teacher whether administration was typical performance by students/student teacher.
 10. If not possible to observe sufficient lessons to determine competence, ask student teacher to tape additional lessons.
 11. Observe for the degree to which progress monitoring identifies individual student needs and results in individualization.
 12. Consistency = requires fluency/repetition, including documentation of competence in each content area, in summative (portfolio, unit test) and daily plans.
2. Evaluate the TWS for both the quality of assessments, as well as appropriate application, reflection on data, and modifications based on data.
 3. Evaluate weekly reflections and other exhibits in portfolio, including other examples of assessments and data.
 4. Evaluate reflections/comments in lesson plan book.
 8. The OVERALL rating for the standard should be an average of the rating on all dimensions.
 9. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *As the teacher implemented her TWS, she developed flexible grouping throughout the unit based on daily lesson plans, and implementing tiered small group instruction (3 tiers) on two separate occasions based on student performance.*

Examples of Evidence: TWS assessment plan, results, and report on results/findings; lesson plan book, daily assessment data, lesson plan reflections, grouping data and other data on use of assessments; interview with student about follow ups after data collected

Rationale:

- Borich, G.D. (2010). *Effective teaching methods: Research-based practice*, 7th ed. Upper Saddle Rivers, NJ: Merrill/Prentice Hall.
- Gronlund, N.E., & Waught, C.K. (2009). *Assessment of student achievement*, 9th ed. Upper Saddle Rivers, NJ: Allyn & Bacon.
- Herbert, E.A. (2001). *The power of portfolios: What children can teach us about learning and assessment*. San Francisco: Jossey-Bass.
- Kauchak, D.O., & Eggen, P.D. (1998). *Learning and teaching: Research-based methods*, 3rd ed., Needham Heights, MA: Allyn & Bacon.
- Marzano, R., Pickering, D., & McTighe, J. (1993). *Assessing outcomes: Performance assessment using dimensions of learning*. Alexandria, VA: ASCD.
- McLoughlin, J.A. (2008). *Assessing students with special needs*, 7th ed. Upper Saddle Rivers, NJ: Merrill.
- Popham, W.J. *Classroom assessment: What teachers need to know*, 5th ed. Upper Saddle Rivers, NJ: Allyn & Bacon.

Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4-14.

Stiggins, R.J. (2008). *Introduction to Student-Involved Assessment for Learning*, 5th ed. Upper Saddle Rivers, NJ: Allyn & Bacon.

Taylor, C.T. (1994). Assessment for the measurement of standards: The peril and promise of large scale assessment reform. *American Educational Research Journal*, 31, 231-262.
The Renaissance Partnership for Improving Teacher Quality: Teacher Work Sample. Available at http://www.uni.edu/itq/PDF_files/June2002promptandrubic.pdf.