4.7 Prepares students for the Colorado Student Assessment Program (CSAP) and other assessments of educational achievement. (CO: 3.7)

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Alignment & Instruction	Learning objectives for daily lessons and long term units frequently are not based on the *Colorado Model Content Standards*	Learning objectives for daily lessons and long term units developed in course requirements are based on the *Colorado Model Content Standards*	Learning objectives for daily lessons and long term units developed for K-12 students are consistently based on the *Colorado Model Content Standards* (expectations, and outcomes in all areas of teaching responsibility, including literacy and math)	Learning objectives for daily lessons and long term units developed for K-12 students are consistently based on the *Colorado Model Content Standards* (expectations, and outcomes)
	No evidence of utilizing school-provided data to improve test performance	Includes school-provided data (e.g., prior CSAP scores) in contextual analysis and uses them to plan instruction and assessment	Utilizes school-provided data on student performance on the CSAP, on other standardized assessments (e.g., MAPP), and classroom performance data to develop group and individual goals and instruction in order to improve performance on CSAP or other standardized assessments; may require some assistance	Utilizes school-provided data on student performance on the CSAP, on other standardized assessments (e.g., MAPP), and classroom performance data to develop group and individual goals and instruction in order to improve performance on CSAP or other standardized assessments
	No evidence of explicitly teaching test-taking skills	Assists mentor or teacher in explicitly teaching test-taking skills (e.g., reading and understanding directions, understanding multiple choice and other test formats, preparing onself physically, coping with test anxiety) but does no planning	Demonstrates an example of explicitly teaching test taking skills (e.g., reading and understanding directions, understanding multiple choice and other test formats, preparing onself physically, coping with test anxiety)	Over time, improves the ability of an individual or group of students to take informal and/or standardized tests (e.g., reading and understanding directions, understanding multiple choice and other test formats, preparing onself physically, coping with test anxiety, asking for assistance when necessary, paying attention, working independently)
Administration	No evidence of participation in planning or administration of the CSAP	Receives training on implementing the CSAP but may not assist in administering	Accurately assists in implementing the CSAP or other assessments of educational achievement	Accurtely administers the CSAP or other standardized assessments without mentoring or support
	No evidence OR implements no procedures to motivate students to achieve their best during testing (e.g., ensuring all are paying attention to directions, verbal encouragement)	With modeling and/or other supports of mentor of classroom teacher, implements proced+C21ures to motivate and ensure students do their best during testing (e.g., ensuring all are paying attention to directions, verbal encouragement)	Implements procedures to motivate students to achieve their best during testing (e.g., ensuring all are paying attention to directions, verbal encouragement)	Meets the criteria for "Proficient" AND demonstrates thtat s/he understands the special needs of students by individualizing attention or other strategies to ensure that each student achieves his/her best

Operationalization/Criteria:

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

Guidelines for Admission to Student Teaching:
Benchmark at admission to student teaching is "Developing" on row 1, 2, and 4. However, not all students may have had the opportunity to assist with test administration (e.g., students in K-12 PE or secondary Social Studies).

Examples of Evidence: File explaining experiences in administering tests, lesson plans demonstrating alignment, mini-TWS.unit

Guidelines for Program Completion/Student Teaching:
1. Required for program completion are ratings of "Proficient" on all dimensions. Accommodations will need to be made for student teachers during Fall semsters.
2. Observe lessons in lesson plan book for consistency in planning and evaluating standards-based instruction.
3. Observe lessons in different content areas; observe for integration of literacy and math standards across the curriculum.
4. Consistency = requires fluency/repetition, including documentation of competence in each content area, in TWS and other teaching activities,
     and daily plans.
5. Observe portfolio exhibits for documentation of activities to prepare students for standardized tests.
6. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *During student teaching, implemented lessons on test taking
   strategies prior to admnistration of the CSAP in which 95% of the students mastered her tips on a post test; she assisted in administering the CSAP in her classroom.*

Examples of Evidence: Lesson plans and assessments aligned with student work; TWS, examples of data analysis, examples of lessons focusing on test-taking skills, administration or direct observation of test-taking, report of experiences in admnistering tests, interview with teacher who observed test-taking

Rationale:

Colorado Department of Education web site. Available at http://www.cde.state.co.us/.

Durham, G. (2007) *Teaching test taking skills: Proven techniques to boost your student's scores* . Lanham, MD: Rowman & Littlefield Education.
Scruggs, T.E. & Mastropieri, M. A. (1992). *Teaching test taking skills: Helping students show what they know (cognitive strategy training)* . Cambrisge, MA: Brookline Books.

Websites with information:
http://www.state.tn.us/education/assessment/doc/tsteststrategies.pdf
http://www.testtakingtips.com/
http://www.ct4me.net/standardized_test_preparation.htm
http://www.charliefrench.com/test_tips.htm#standard
http://www.emints.org/ethemes/resources/S00002268.shtml