WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MEE 8800
COURSE TITLE: Applied Assessment
COURSE CREDIT: 3 Credit

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
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<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

**COLLEGE OF EDUCATION PROGRAM ATTRIBUTES**

1. Master knowledge-based course content.
2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration;
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

*Association for Childhood Education International
Program Standards*

**DEVELOPMENT, LEARNING AND MOTIVATION**
1. **DEVELOPMENT, LEARNING AND MOTIVATION**—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

### CURRICULUM STANDARDS

#### 2.1 Reading, Writing, Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

#### 2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

#### 2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

#### 2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

#### 2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

#### 2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

#### 2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

### INSTRUCTION STANDARDS

#### 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

#### 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
### 3.3 Development of critical thinking and problem solving
Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

### 3.4 Active engagement in learning
Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

### 3.5 Communication to foster collaboration
Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

### 4. ASSESSMENT FOR INSTRUCTION
Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

### 5.1 Professional growth, reflection, and evaluation
Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

### 5.2 Collaboration with families, colleagues, and community agencies
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to support students’ learning and well-being.

## I. COURSE DESCRIPTION

This course gives the candidate the necessary skills to understand assessment techniques and information, to effectively assess student learning, and to analyze assessment data to evaluate and reflect upon student learning and his/her teaching in the classroom. Candidates will learn approaches used to evaluate learning and will learn how to develop classroom assessments that align with instruction. Candidates will also learn how to use assessment data to make informed decisions about teaching and learning in the classroom. In addition, candidates will develop skills for conducting action research in school and classroom settings and will learn how to use such research for solving problems in those settings.

## II. PROGRAM COMPETENCIES

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)
Competency 1:
Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

ACEI Standards 2.1 – 2.7 – Curriculum

Goal 1: Master the core concepts of assessment and measurement theory for the purpose of choosing, developing, administering, scoring, and interpreting the results of both standardized and teacher-designed assessment procedures and methods.

Learning Outcomes/Learning Activities:

1.2 Create learning experiences that demonstrate the alignment between standards-based curriculum, instruction and assessment.
1.3 Create learning experiences that make connections to other content areas and to life experiences.

Competency 2:
Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

ACEI Standard #1: Development, Learning, and Motivation

Goal 2: Draw upon well-established human development/learning theories and practices that provide information about various evaluation methods.

Learning Outcomes/Learning Activities:

2.1 Create developmentally appropriate assessments that are fair and bias-free (i.e., validity and reliability).
2.2 Reflect on appropriately developed assessments administered.
Competency 3:
Adapt instruction for diverse learners based on an understanding of how students differ.

ACEI Standard #3.2: Adaptation to Diverse Students

Goal 3: Identify cultural, linguistic, and developmental differences (social, emotional, or academic) of individuals to provide appropriate accommodations.

Learning Outcomes/Learning Activities:

3.1 Review characteristics and accommodations for students with exceptional needs.
3.2 Identify and record appropriate adaptations for selected populations.
3.3 Record an adapted lesson for students who have unique learning styles.

Competency 4:
Demonstrate proficiency in oral and written communication

ACEI Standard 3.5 – Communication to foster collaboration

Goal 4: Use appropriate oral and written communication to document and report assessment results.

Learning Outcomes/Learning Activities:

4.1 Use appropriate assessment terms to discuss assessment processes with peers (i.e., diagnostic, placement, formative, summative, criterion-referenced and norm-referenced).
4.2 Write a report for a class data set, describing individual/whole group student instructional needs, academic progress, or lack of academic progress, and learning outcomes.
4.3 Interpret an individualized standardized test results and prepare a report to communicate the results to a guardian.
4.4 Model accurate and grammatically correct language.
Competency 5:
Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.

ACEI Standard #3.4: Active Engagement in Learning

Goal 5:  Create or identify teacher-designed assessments (formative and summative assessment strategies) for observing student’s developmental patterns (i.e., academic, social, emotional, physical, or language)

Learning Outcomes/Learning Activities:

5.1 Review terms and assessment strategies.
5.2 Share and discuss in small groups different assessment strategies.
5.3 Identify the purpose and characteristics of six different types of assessment strategies (e.g., criterion referenced, norm referenced, structured item types, constructed item types, performance-based assessments, informal records, and observations.

Competency 6:
Design instruction based upon knowledge of the disciplines, the community, and Common Core State Standards to demonstrate knowledge of instructional planning.

ACEI Standard #3.1 – Integrating and Applying Knowledge for Instruction

Goal 6:  Use principles of cognitive learning theory, instructional design theory, and principles of assessment for designing valid and reliable assessment activities.

Learning Outcomes/Learning Activities:

6.1 Write specific learning outcomes/objectives based on Bloom’s taxonomy for a specific subject/topic (performance indicator and content standard).
6.2 Analyze assessment activities for content validity.
6.3 Analyze content standards for identifying prerequisite skills and knowledge and preparing instructional objectives
Competency 7:  
Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

ACEI Standard #3.3: Development of Critical Thinking and Problem Solving

Goal 7: Use validity procedures to accurately assess the appropriate use and consequences of an assessment activity to make sound, fair, and unbiased decisions about instruction for promoting student growth towards achieving standards.

Learning Outcomes/Learning Activities:

7.1 Analyze assessment activities for complex thinking.
7.2 Create a rubric for a performance-task activity to measure complex thinking.

Competency 8:
Use multiple assessment strategies for the continuous development of students

ACEI Standard #4: Assessment

Goal 8: Use a systematic approach to designing instruction based on formative and summative assessments.

Learning Outcomes/Learning Activities:

8.1 Understand how the core concepts of curriculum inform instructional and assessment procedures
8.2 Use assessment to diagnose student learning needs as a basis for designing instruction.
8.3 Design appropriate assessment items and scoring keys for measuring specific learning outcomes. These items include short answer, matching, completion, multiple-choice and interpretative items.
8.4 Create a rubric to measure a performance-based assessment activity
8.5 Modify instruction based on assessment results.
8.7 Create an informal assessment for the purpose of recording and monitoring student progress.
**Competency 9:**
Pursue opportunities to improve teaching and thereby enhance professional growth.

**ACEI Standard 5.1 – Professional growth, reflection and evaluation**

**Goal 9:** Skillfully participate in evaluation of standard achievement

**Learning Outcomes/Learning Activities**

9.1 Group discussion about essential knowledge and skills students need to perform well on state mandated tests.
9.2 Analyze a specific standard for the following items: vocabulary, principles, ideas, content, and skills that students should know and be able to do.

**Competency 10:**
Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and demonstrate knowledge of the school in the community.

**ACEI Standards 5.3 – Collaboration with families, colleagues and community agencies**

**Goal 10:** Skillfully participate in discussions about a standards-based practice that promotes student success.

**Learning Outcomes/Learning Activities**

10.1 Define a standard-based practice.
10.2 Collect evidences of a standards-based practice.
10.3 Collaborate with other professionals to solve problems and make decisions to promote student success.
10.4 Participate in role plays to simulate parent conferences on student grades

**Competency 11:**
Use educational technology as an instructional and management tool.

**ACEI Standards 3.3 – Development of critical thinking and problem solving**

3.5 – Communication to foster collaboration

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College of Education
Professional Partners
Creating Environments for Learning
Goal 11: Use technology to create assessments and report student progress.

Learning Outcomes/Learning Activities

11.1 Investigate technology-based reporting systems.
11.2 Use technology as an information-literacy tool.
11.3 Use technology to create teacher-designed assessment activities.
11.4 Use technology to create charts and tables to graphically represent student data.

Competency 12:
Understand and maintain standards of professional conduct guided by legal and ethical principles.

ACEI Standard 5.1 – Professional growth, reflection, and evaluation

Goal 12: Draw upon sets of standards that guide professional and ethical behaviors.

Learning Outcomes/Learning Activities

12.1 Collaborate with colleagues to rate student work based on sound educational practices.
12.2 Discuss the importance and timeliness of corrective and reinforcement feedback to students to foster motivation, and improve learning.

Competency 13:
Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.

ACEI Standard #5.1: Professional growth, reflection, and evaluation

Goal 13: Showing a disposition to acquire the knowledge and skills in the field of assessment to be an effective teacher.

Learning Outcomes/Learning Activities

Realize that assessment is complex and ever-evolving and shows enthusiasm for the subject matter.
13.2 Demonstrate a belief that all students can learn to high levels and works to meet the learning needs of a diverse population of students.
13.3 Value development of students’ critical thinking and problem solving skills and adapting of assessment to student responses, ideas, and needs while applying assessment strategies in the classroom.
13.4 Believe in the value of long and short term planning, in the importance of adjusting and/or revising plans to meet student needs, and in assessment planning as a collegial activity.
13.5 Value on-going and varied assessment as essential to the instructional process and is committed to using assessment to identify student strengths and promote student growth and to evaluate and improve his/her teaching.
13.6 Demonstrate the value of continuous learning and of using reflective practice and help from others to facilitate his/her professional growth.
13.7 Appreciate the importance of professional relationships with students, parents, colleagues and members of the community in promoting the learning and well-being of students.
13.8 Attend class promptly and regularly, and submit assignments on time.
13.9 Skillfully participate in group work.
13.10 Demonstrate a positive disposition toward learning and a caring attitude toward peers.

Competency 14:
Obtain and retain successful employment in the profession of education.

Goal 14: Acquire a professional demeanor.

Learning Outcomes/Learning Activities
14.1 Demonstrate knowledge and skills expected of an effective teacher.
14.2 Communicate effectively with administrators about assessment techniques during an interview.

III. ATTENDANCE POLICY

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time.

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College of Education
Professional Partners
Creating Environments for Learning
Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

**College of Education Policy:**
“The educational process is a delicate one about which we know little, but it Surely thrives on participation, enthusiasm, and responsibility.” Barker, R. (1964). *Big School, Small School.* (p. 202).

**College of Education Policy:**
In the College of Education, faculty *must* approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

**IV. STRUCTURED EXTERNAL ASSIGNMENT**

The teacher candidate will provide credible evidence for facilitating student learning. The teacher candidate will complete a report that demonstrates knowledge of how to accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on student learning. The SEA is a project in which students are asked to select a unit; analyze a pre-test, develop and implement lessons to address deficiencies identified by the pre-test; analyze a post-test; and reflect on the process of using test data to inform instruction. Students are to use the Wilmington University Lesson Plan Format or the appropriate state/district approved lesson plan format.

Each student will write a report that discusses their pre- and post-tests, the analysis of the results, how and why instruction was modified after the pre-test and the implications for instruction and/or curriculum after the post-test. Students are expected to demonstrate understanding of the philosophical and educational assumptions that support the modifications in instruction.
PROGRAM COMPETENCY: Use multiple assessment strategies for the continuous development of students.

DELAWARE PROFESSIONAL TEACHING STANDARD: The teacher understands multiple assessment strategies and uses them for the continuous development of students.

NCATE STANDARD: 1.g “Student Learning for Teacher Candidates.”

EVALUATED ASSIGNMENT: The teacher candidate will provide credible evidence for facilitating student learning. The teacher candidate will complete a report that demonstrates knowledge of how to accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on student learning (NCATE Language). Along with the report, the credible evidence includes: (a) instructional artifacts, (b) assessment activities, (c) data reports/results, and (d) sample student work: to demonstrate the teacher candidate's knowledge and skill of each of the elements of this competency/standard.

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College of Education
Professional Partners
Creating Environments for Learning
The candidate demonstrated an unsatisfactory level of knowledge about measurement theory by providing information (relative to the plan) that has at least four factual inaccuracies for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) reflect on ethical issues of choosing reliable and valid assessments.

The candidate demonstrated an emerging level of knowledge about measurement theory by providing information that has only three factual inaccuracies for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) reflect on ethical issues of choosing reliable and valid assessments.

The candidate demonstrated a basic level of knowledge about measurement theory by providing information that has only two factual inaccuracies for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) reflect on ethical issues of choosing reliable and valid assessments.

The candidate demonstrated a proficient level of knowledge about measurement theory by providing accurate information for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes and (2) reflect on ethical issues of choosing reliable and valid assessments.

The candidate demonstrated a distinguished level of knowledge about measurement theory by providing accurate information for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes and (2) reflect on ethical issues of choosing reliable and valid assessments.

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<tr>
<td>8.1 The candidate demonstrates knowledge of measurement theory.</td>
<td>The candidate demonstrated an unsatisfactory level of knowledge about measurement theory by providing information (relative to the plan) that has at least four factual inaccuracies for all components of the following two elements: (1) explain how the pre-assessment and post-assessment items were (a) fair, (b) bias-free, and (c) appropriate for the learning outcomes; and (2) reflect on ethical issues of choosing reliable and valid assessments.</td>
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| The candidate demonstrated an unsatisfactory level of knowledge of assessment as a means of collecting evidence of student work and data to support instructional decisions by providing information that has at least four factual inaccuracies for all components of the following three elements: (1) explain how the data results were used to (a) monitor pupil progress, (b) identify achievement gain and difficulties pupils were experiencing in learning and performing, (c) adjust instruction, (d) give contingent, specific, and credible reinforcement and corrective feedback, and (e) judge the extent of pupil attainment of instructional outcomes; (2) explain the reporting methods for both pre-post assessments, and (3) reflect on the ethical considerations of assessment and reporting. |

| The candidate demonstrated an emerging level of knowledge of assessment as a means of collecting evidence of student work and data to support instructional decisions by providing information that has only three factual inaccuracies for all components of the following three elements: (1) explain how the data results were used to (a) monitor pupil progress, (b) identify achievement gain and difficulties pupils were experiencing in learning and performing, (c) adjust instruction, (d) give contingent, specific, and credible reinforcement and corrective feedback, and (e) judge the extent of pupil attainment of instructional outcomes; (2) explain the reporting methods for both pre-post assessments, and (3) reflect on the ethical considerations of assessment and reporting. |

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| The candidate demonstrated a distinguished level of knowledge of assessment as a means of collecting evidence of student work and data to support instructional decisions by providing accurate information for all components of the following three elements: (1) explain how the data results were used to (a) monitor pupil progress, (b) identify achievement gain and difficulties pupils were experiencing in learning and performing, (c) adjust instruction, (d) give contingent, specific, and credible reinforcement and corrective feedback, and (e) judge the extent of pupil attainment of instructional outcomes; (2) explain the reporting methods for both pre-post assessments, and (3) reflect on the ethical considerations of assessment and reporting. |
| Score: _____ | The candidate demonstrated an unsatisfactory level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has at least four factual inaccuracies for all of the following three elements: (1) explain how the pre-assessment strategy was chosen to collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies. | The candidate demonstrated an emerging level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has only three factual inaccuracies for all of the following three elements: (1) explain how the pre-assessment strategy was chosen to collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies. | The candidate demonstrated a basic level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has only two factual inaccuracies for all of the following three elements: (1) explain how the pre-assessment strategy was chosen to collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies. | The candidate demonstrated a proficient level of knowledge of assessment strategies for diagnosis and evaluation by providing information that has only one factual inaccuracy for all of the following three elements: (1) explain how the pre-assessment strategy was chosen to collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies. | The candidate demonstrated a distinguished level of knowledge of assessment strategies for diagnosis and evaluation by providing accurate information for all of the following three elements: (1) explain how the pre-assessment strategy was chosen to collect information about a student’s prior knowledge and prerequisite skills, (2) explain how the formative or summative assessment strategy was chosen to measure mastery of the learning outcome, and (3) reflect on a teacher’s professional responsibility to adopt an ethical practice for choosing appropriate assessment strategies. |
8.4 The candidate demonstrates knowledge of how to use the results of assessment to reflect on and modify teaching.

Score: ________

| The candidate demonstrated an unsatisfactory level of knowledge of how to use assessment results by providing information that had at least four factual or data inaccuracies for all of the following three elements: (1) explain whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results. |
| The candidate demonstrated an emerging level of knowledge of how to use assessment results by providing information that has only three factual or data inaccuracies for all of the following three elements: (1) explain whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results. |
| The candidate demonstrated a basic level of knowledge of how to use assessment results by providing information that had only two factual or data inaccuracies for all of the following three elements: (1) explain whole class outcome on specific objectives, (describe strengths and needs on each objective); (2) explain student outcome on specific objectives, (describe strengths and needs on each objective); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results. |
| The candidate demonstrated a proficient level of knowledge of how to use assessment results by providing information and data results that had only one factual or data inaccuracy for all of the following three elements: (1) explain the overall whole class outcome on specific objectives, (describe group strengths and needs on each learning outcome); (2) explain individual/student outcome on specific objectives, (describe student strengths and needs on each learning outcome); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results. |
| The candidate demonstrated a distinguished level of knowledge of how to use assessment results by providing accurate information and data results for all of the following three elements: (1) explain the overall whole class outcome on specific objectives, (describe group strengths and needs on each learning outcome); (2) explain individual/student outcome on specific objectives, (describe student strengths and needs on each learning outcome); and (3) reflect on a teacher’s professional responsibility for making appropriate decisions based on data results. |
### 8.5 The candidate demonstrates knowledge of the purpose and characteristics of different kinds of assessments

**Score:** _____

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Unsatisfactory</td>
<td>The candidate demonstrated an unsatisfactory level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has at least four factual inaccuracies for the following items: (1) performance-based assessments (portfolio/rubric); (2) pencil-paper activities (teacher-designed); (3) publisher-designed activities (curriculum-based); (4) observations (checklists, etc.); (5) informal records (anecdotal, narrative, interviews); and (6) standardized assessment activities (reading, language arts, science, or math). (Items are examples.)</td>
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<tr>
<td>Emerging</td>
<td>The candidate demonstrated an emerging level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has only three factual inaccuracies for the following items: (1) performance-based assessments (portfolio/rubric); (2) pencil-paper activities (teacher-designed); (3) publisher-designed activities (curriculum-based); (4) observations (checklists, etc.); (5) informal records (anecdotal, narrative, interviews); and (6) standardized assessment activities (reading, language arts, science, or math). (Items are examples.)</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>The candidate demonstrated a basic level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has only two factual inaccuracies for the following items: (1) performance-based assessments (portfolio/rubric); (2) pencil-paper activities (teacher-designed); (3) publisher-designed activities (curriculum-based); (4) observations (checklists, etc.); (5) informal records (anecdotal, narrative, interviews); and (6) standardized assessment activities (reading, language arts, science, or math). (Items are examples.)</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>The candidate demonstrated a proficient level of knowledge of the purpose and characteristics of six assessment strategies by providing information that has only one factual inaccuracy for the following items: (1) performance-based assessments (portfolio/rubric); (2) pencil-paper activities (teacher-designed); (3) publisher-designed activities (curriculum-based); (4) observations (checklists, etc.); (5) informal records (anecdotal, narrative, interviews); and (6) standardized assessment activities (reading, language arts, science, or math). (Items are examples.)</td>
<td></td>
</tr>
<tr>
<td>Distinguished</td>
<td>The candidate demonstrated a distinguished level of knowledge by accurately explaining the purpose and characteristics of six different types of assessment strategies (e.g., (1) performance-based assessments (portfolio/rubric); (2) pencil-paper activities (teacher-designed); (3) publisher-designed activities (curriculum-based); (4) observations (checklists, etc.); (5) informal records (anecdotal, narrative, interviews); and (6) standardized assessment activities (reading, language arts, science, or math)).</td>
<td></td>
</tr>
</tbody>
</table>
# DELAWARE STANDARDS FOR TEACHERS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>#1 – Content Knowledge</td>
<td>The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.</td>
</tr>
<tr>
<td>#2 – Human Development and Learning</td>
<td>The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.</td>
</tr>
<tr>
<td>#3 – Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td>#4 – Communication</td>
<td>The teacher understands and uses effective verbal and non-verbal communication.</td>
</tr>
<tr>
<td>#5 – Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
</tr>
<tr>
<td>#6 – Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.</td>
</tr>
<tr>
<td>#7 – Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.</td>
</tr>
<tr>
<td>#8 – Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.</td>
</tr>
<tr>
<td>#9 – Reflection and Professional Growth</td>
<td>The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.</td>
</tr>
<tr>
<td>#10 – Professional Relationships</td>
<td>The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.</td>
</tr>
<tr>
<td>#11 – Technology</td>
<td>The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.</td>
</tr>
<tr>
<td>#12 – Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
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</tbody>
</table>