Course Number: MSE 8805

Course Title: Performance Assessment (3 Credits)

Faculty Contact:

Course Description: This course gives the candidate the necessary skills to understand assessment techniques and information, to effectively assess student learning and improvement, and to analyze assessment data to evaluate and reflect upon student learning in the classroom. Candidates will learn approaches used to generate a reliable baseline and use the data to develop classroom assessments that align with instruction and show continuous student improvement. 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.

Minimum Time Requirements (in clock hours):

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<th>Teacher Led Instruction</th>
<th>SEA/PPAT</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning/Dispositions</th>
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College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Standards: [Interstate Teacher Assessment and Support Consortium (InTASC)]

Specialized Professional Association Standards: [Council for Exceptional Children (CEC)]

Wilmington University Graduation Competencies: [Graduate Educational Competencies]

Delaware Performance Appraisal System II: [DPAS II Evaluation Rubrics]

Learning Methods: A variety of teaching methods including inquiry-based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a
student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

**Learning Outcome 1 – Teaching and learning overview and mindset.** (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5)

**Learning Activities/Performance Tasks:**
1. Candidates describe why teachers need to make ethical decisions.
2. Candidates explain how disposition framework and regulatory framework influence the teaching profession.
3. Candidates apply the Model Code of Ethics for Educators to solve possible ethical dilemmas encountered within the teaching profession.
4. Candidates interact with students in the classroom while demonstrating confidence, caring, professionalism and energy.
5. Candidates use professional ethical principles and professional practice standards to guide their practice.
6. Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
7. Candidates know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
8. Candidates understand the importance of collaboration and appropriate relationships with colleagues, parents and the community.
9. Candidates understand the significance of lifelong learning and participate in professional activities and learning communities.
10. Candidates advance the profession by engaging in activities such as advocacy and mentoring.
11. Candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**Assessments:** Candidates explore and explain their philosophy of grading and scoring. Additionally, candidates display their professionalism and understanding of professional ethical principles while working with students, colleagues and parents.

**Learning Outcome 2 – Standards assessment and student learning.** (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5)

**Learning Activities/Performance Tasks:**
1. Candidates select and use technically sound formal and informal assessments that minimize bias.
2. Candidates use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
3. Candidates, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
4. Candidates teach to mastery and promote generalization of learning.

**Assessments:** Candidates examine various forms of assessments and create a pre-assessment aligned with their target students’ goals and objectives, which will be used to guide future instruction. Candidates work one-on-one with focus students to analyze his or her personal assessment results.
Learning Outcome 3 - Context for learning: meeting the students’ needs. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5)

Learning Activities/Performance Tasks:
1. Candidates analyze and apply how language, culture, and family background influence the learning of individuals with exceptionalities.
2. Candidates understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3. Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
4. Candidates use strategies to enhance language development and communication skills of individuals with exceptionalities.

Assessment: Candidates write lesson plan summaries explaining how they will implement strategies toward achieving the learning targets, with special attention given to the specific needs of their target students. The lesson plan summaries address learning theory, content, curriculum development, assessment, and student levels of development.

Learning Outcome 4 - Learning theory methods. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5)

Learning Activities/Performance Tasks:
1. Candidates understand the IEP process as outlined by judicial rulings, laws and policy.
2. Candidates develop ways to use assistive technology in correlation with the curriculum.
3. Candidates demonstrate knowledge of methods to embrace inquiry, analysis and reflection, including critical reflection, and taking action on one’s daily work.
4. Candidates teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
5. Candidates use the theory and elements of effective collaboration.

Assessment: Candidates explain how their lesson summaries (see Learning Outcome 3) support the IEPs and personal learning needs of their target students.

Learning Outcome 5 – Differentiation of instruction: Adaptations and accommodations. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5.)

Learning Activities/Performance Tasks:
1. Candidates demonstrate how language, culture, and family background influence the learning of individuals with exceptionalities.
2. Candidates understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3. Candidates modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Assessment: Candidates preview assessments to ensure that they are fair, valid, reliable and to guarantee that there is no risk of bias. Within their lesson summaries (see Learning Outcome 3), candidates should identify any accommodations, modifications and assistive technology that will be used during the lesson by their target students.
Learning Outcome 6 – Reflective practice as a teacher. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5)

Learning Activities/Performance Tasks:
  1. Candidates understand the importance of collaboration and appropriate relationships with colleagues, parents and the community.
  2. Candidates understand how foundational knowledge and current issues influence professional practice.
  3. Candidates serve as a collaborative resource to colleagues.

Assessment: Candidates provide feedback to their colleagues through discussions related to course content and assignments.

Learning Outcome 7 – Classroom procedures, pacing and using resources. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC Standard 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5.)

Learning Activities/Performance Tasks:
  1. Candidates engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
  2. Candidates use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
  3. Candidates provide guidance and direction to paraeducators, tutors, and volunteers.

Assessment: Candidates demonstrate the ability to maximize the participation and engagement of students with exceptional needs while planning and conducting lessons.

Learning Outcome 8 – Knowing your students: Using data to drive instruction. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5)

Learning Activities/Performance Tasks:
  1. Candidates critique how informal and formal assessments are used in identifying students with special needs.
  2. Candidates use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
  3. Candidates use multiple methods of assessment and data sources in making educational decisions.

Assessment: Candidates use designed pre-assessment, as well as informal and formal assessments, which are a part of their lesson summaries to guide instruction.

Learning Outcome 9: – Cultural competency in teaching and learning. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CEC 1, 2, 3, 4, 5, 6, 7; DPAS II 1, 2, 3, 4, 5.)

Learning Activities/Performance Tasks:
  1. Candidates consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
  2. Candidates understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Assessment: Candidates identify and describe an ideal testing environment.

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site
Assignments and Grading

1. Class Discussions
2. Session Quizzes
3. Course SEA: Assessment Task with Teaching Event (One section to be completed each week).
4. Additional Activities as Assigned

College of Education Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered 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. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

Course Materials and Reading List:

Teaching Students with Disabilities
1. CEC Code of Ethics – Council for Exceptional Children endorsed code of ethics.
2. Wrights Law Resource - the leading website about special education law and advocacy with thousands of articles, cases, and free resources about hundreds of special education topics, books by Peter Wright and Pamela Wright, and special education law and advocacy training.
3. Council for Exceptional Children (CEC) – Resources for Educational Professionals
4. You’ve Got This! CEC podcast
5. Co-Teaching in the Real World Podcast by co-teaching expert Marilyn Friend
6. Understanding Learning Disabilities CEC Presents several webinars targeting specific topics and disabilities.
7. What Every Special Educator Must Know Professional Ethics and Standards

Science Content
1. A Framework for K–12 Science Education The National Research Council’s Framework provides the sound, evidence-based foundation for the NGSS by drawing on current scientific research and identifies the science all K–12 students should know.
2. Guide to Implementing the Next Generation Science Standards A document from the National Research Council that provides recommendations for implementing the NGSS in states, districts, and classrooms.
3. How to Read the Next Generation Science Standards This provides an overview on how to read the standards.
4. The Next Generation Science Standards

English Content
1. English Language Common Core State Standards Delaware has adopted this set of high-quality academic standards in English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.
2. Application of ELA CCSS to Students with Disabilities Students with disabilities must be challenged to excel within the general curriculum and be prepared for success in their post school lives.
3. Key Shifts in ELA Literacy. ELA and Literacy build on the best of existing standards and reflect the skills students will need to succeed in college, career, and life.
4. Reading 101: A Guide to Teaching Reading and Writing Provides some of the core information that teachers need to help young children learn to reach and write well and support struggling readers.
**Mathematics Content**

1. [Mathematics Language Common Core State Standards](#) Delaware has adopted this set of high-quality academic standards in English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.

2. [Application of Math CCSS to Students with Disabilities](#) Students with disabilities must be challenged to excel within the general curriculum and be prepared for success in their post school lives.

3. [Key Shifts in Mathematics](#) The Math standards build on the best of existing standards, understand what the key shifts are in the CCSS.

**Social Studies Content**

1. [Social Studies State Standards](#) Delaware has adopted this set of high-quality academic standards that provide students with the opportunity to build on a foundation of citizenship and understand their world as well as connect history, literacy, geography and civics.

2. [Literacy Concept Organizers](#) Created to assist teachers in aligning their instruction to content standards in Social Studies, based on Knowledge, Understanding, and Doing.

**Understanding Learning - Links**

- [Blueprint for Personalized Learning in Delaware](#)
- [Bloom’s Taxonomy](#)
- [Classroom Management](#)
- [Group work: Using cooperative learning groups effectively](#)
- [Increasing Inclusivity in the Classroom](#)
- [How People Learn](#)
- [Metacognition](#)
- [Mindfulness in the Classroom](#)
- [Motivating Students](#)
- [Personalized Learning](#)
- [The IRIS Center (Vanderbilt University)](#)

**Supporting Resources**


https://www.doe.k12.de.us/domain/200.

Structured External Assignment: Assessment Task with Teaching Event

In this task, you will demonstrate your understanding, analysis, and application of assessment and data collection to measure and inform student learning. Your instructor will work with you in designating a lesson for this assignment.

Selecting a Single Assessment Activity: Developing and Assessment

- Create an in-depth description of the unit based on its alignment with standards, learning goal(s) and student needs. Selection of a rubric or scoring guide that lists proficiency for each goal(s) and how the success criteria will be communicated to students.
- In-depth description of the unit, including source and specific aligned standards (Common Core/ Next Generation Science/ State of Delaware) that are being addressed.
- Convert the objectives into learning targets – statements of student performance that include both a description of what students should know, understand, and able to do at the end of a unit of instruction and the criteria for judging the level of performance demonstrated.
- Select two –three targets and objectives to focus on - These objectives must be directly based on CCSS, Next Generation Science, or State Standards
- Must include higher order thinking skills
- Using a table format, identify the objectives to be addressed and the specific rubric/scoring guide that will identify student proficiency as well as a minimum level to be used to determine proficiency.
- Explain the purpose and characteristics of six different types of assessment strategies (not item types!). Give examples of each type of assessment. Provide a rational of the benefit for the type of assessment in gathering data to evaluate student growth.
- Give possible purposes for administering a pre-assessment. Describe the assessment strategies used. Use a variety of item types. Identify if the assessment is a formative (assessment for learning) or summative (assessment of learning) activity.
- Provide a rationale for how the assessments described align with the stated goals/objectives in terms of the specific content and the skills of focus. Describe how the assessment addresses the content standards and learning goals for the lesson. All rubrics and scoring guides should be included.
- Explain why this is the appropriate assessment to use in terms of your specific learning outcome (for measuring student knowledge and planning instruction). What evidence/data will you be able to collect from the assessment? How will the data analysis inform or guide future instruction for the class?
- Describe how your assessment will be administered (i.e., whole group or individual, paper-pencil, oral, pointing, demonstration, performance, and etc.). Provide a rational for why have you chosen to administer the assessment in the manner described. Provide a rational for how you will collect the data in an efficient manner.
- Explain the scoring method and the recording method for your assessment. How will you engage your students to analyze their own assessment results and help them understand their progress towards the learning goal? (Refer to the Rubrics and Scoring Guides for evaluation of the assessment and rubric artifact)

Preparing Learners for the Assessment Guiding Prompts

- Implement strategies towards assisting students to achieve these learning targets. Develop lesson plans and implement course of action based on learning targets selected and specific learning needs.
List some of the ideas you will consider to instruct your content. You must have at least 8 ideas that are appropriate for your grade/age level and subject area. The activities should reflect higher order thinking skills. Provide a rational for why you chose the learning activities. Please refer to the power point for additional information.

- Provide some of the pros and cons associated with the ideas you considered.
- Evaluate the ideas to determine which are "likely to be effective" and will result in changes you can monitor.
- Write lesson plan summaries to implement strategies toward achieving the learning targets. Give an overview/summary of those plans.
- The lesson plan should: 1) describe how the five elements of instructional planning were included (learning theory, content, curriculum development, assessment, and student levels of development). Provide an in-depth rational for the materials, technology, and resources used.
- Demonstrate an understanding of how to develop long and short-range plans consistent with your curriculum standards/goals, learner diversity, and learning theory.
- Demonstrate an understanding of how to maximize the participation and engagement of all students and students with disabilities. Provide an in-depth analysis of modifications that might be made based on specific learning needs.

**Selecting a Single Assessment Activity: Developing an Assessment**

- Explain and provide a rationale for the different types of assessment strategies used on your assessment. You must use at least 3 different types of items (e.g., multiple choice, complex True/False, short answer, essay, observational checklist, interviews).
- Provide a rationale for how the assessments described align with the stated goals/objectives in terms of the specific content and the skills of focus. Describe how the assessment addresses the content standards and learning goals for the lesson. All rubrics and scoring guides should be included.
- Describe when your assessments will be administered (length of time between pre- and post-assessment). Describe how your assessment will be administered (i.e., whole group or individual, paper-pencil, oral, pointing demonstration, performance, and etc.)
- What evidence/data will you collect from the assessment? How will the analysis inform or guide future instruction for the class? How might students who did not reach the goal be addressed?
- Describe the rational for your method of collection for the assessment? Explain the scoring method and the recording method for your test.

**Analysis of the Assessment Data and Student Learning for the Whole Class Activity: Administering and Analyzing the Assessment**

**Pre-Assessment**

- Complete an extensive analysis of whole class data and outcomes on specific objectives. Describe strengths and needs on each objective in relation to the class as a whole. (aggregated data)

**Post-Assessment**

- Interpret the data results of student growth by completing a thorough analysis of all the data to learn about the progress of the whole class towards achieving the learning goal(s).
- How might collection and efficiency of collection and implementation of data be improved?

**Pre-Assessment**

- Complete a thorough analysis of all of the data to learn a baseline for two focus students toward achieving the learning goal(s). Describe strengths and needs on each objective for two focus students. (disaggregated data)

**Post-assessment**
- Complete a thorough analysis of all of the data to learn about the progress of two focus students toward achieving the learning goal(s).
- Explain how each focus student will be engaged in the analysis of his/her own assessment results and the performance of others towards the learning goals.
  List recommendations for future instruction of the whole class and the two focus students and provide a rationale and support from your data for those recommendations.
- Provide a graphic representation of baseline data (pre-assessment) and assessment outcome (post-assessment) for the whole class and the two focus students showing the impact of instruction in achieving the learning goals.
- What modifications would have benefited one focus student?

**Reflecting on the Assessment for the Whole Class Activity: Reflecting on Your Assessment**

Reflect on personal insights gained from
- using mock pre-assessment data results to make instructional decisions and
- use mock post-assessment data analysis to determine one successful aspect of the assessment for either focus student you chose in the red section.
- Reflect on using assessment data to (a) make instructional decisions about whole group learning, (b) promote individual student learning, and (c) provide feedback to students for continuous improvement.
- How will data analysis inform or guide you in instruction?
- Reflect on the process of collecting evidence and analyzing data to plan and/or modify instruction based on student needs
- What types of alternate assessments might allow a student to further demonstrate achievement in the learning goals?
### MSE 8805: Performance Assessment

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<td>An understanding of assessment for individuals from culturally and linguistically diverse backgrounds.</td>
<td>An understanding of assessment to prepare learning for individuals from culturally and linguistically diverse backgrounds.</td>
<td>An understanding of measurement and assessment related to prepare individualized learning for individuals from culturally and linguistically diverse backgrounds.</td>
</tr>
<tr>
<td></td>
<td>• An irrelevant selection of and rationale for the activities and student groupings used during the assessment</td>
<td>• An uneven selection of and rationale for the activities and student groupings used during the assessment</td>
<td>• An appropriate selection of and rationale for the learning activities and student groupings used during the assessment</td>
<td>• An insightful selection of and rationale for the activities and student groupings used during the assessment</td>
</tr>
<tr>
<td></td>
<td>• An illogical selection of and rationale for materials, resources, and technology used during the assessment</td>
<td>• An incomplete selection of and rationale for materials, resources, and technology used during the assessment</td>
<td>• A logical selection of and rationale for materials, resources, and technology used during the assessment</td>
<td>• An in-depth selection of and rationale for materials, resources, and technology used during the assessment</td>
</tr>
<tr>
<td></td>
<td>• Collaboration on the use of multiple types of assessment data</td>
<td>• Collaboration with educators on the use of multiple types of assessment data</td>
<td>• Collaboration with educators and families on the use of multiple types of assessment data</td>
<td>• Collaboration with educators and families on the use of multiple types of assessment data</td>
</tr>
<tr>
<td>The Two Focus Students Guiding Prompts Candidate did not complete this section nor comply with all requirements.</td>
<td>Response provides evidence that includes the following:</td>
<td>Response provides evidence that includes the following:</td>
<td>Response provides evidence that includes the following:</td>
<td>Response provides evidence that includes the following:</td>
</tr>
<tr>
<td>CEC 4</td>
<td>• A misinformed identification and discussion of and rationale for selecting the two focus students who reflect different learning needs for whom the assessment would be modified</td>
<td>• A limited identification and discussion of and rationale for selecting the two focus students who reflect different learning needs for whom the assessment would be modified</td>
<td>• An appropriate identification and description of and rationale for selecting the two focus students who reflect different learning needs for whom the assessment would be modified</td>
<td>• An extensive identification and discussion of and rationale for selecting the two focus students who reflect different learning needs for whom the assessment would be modified</td>
</tr>
<tr>
<td></td>
<td>• An inappropriate choice of data to be used to establish a baseline for growth for each of the two focus students</td>
<td>• A cursory choice of data to be used to establish a baseline for growth for each of the two focus students</td>
<td>• An informed choice of data to be used to establish a baseline for growth for each of the two focus students</td>
<td>• A significant choice of data to be used to establish a baseline for growth for each of the two focus students</td>
</tr>
<tr>
<td></td>
<td>• A misinformed choice of and rationale for modifications or adaptations of the assessment for each of the two focus students</td>
<td>• A vague choice of and rationale for modifications or adaptations of the assessment for each of the two focus students</td>
<td>• A logical choice of and rationale for modifications or adaptations of the assessment for each of the two focus students</td>
<td>• An insightful choice of and rationale for modifications or adaptations of the assessment for each of the two focus students</td>
</tr>
<tr>
<td>Unsatisfactory (1)</td>
<td>Emerging (2)</td>
<td>Basic (3)</td>
<td>Proficient (4)</td>
<td>Distinguished (5)</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>assessment for each of the two focus students based on their specific learning needs.</td>
<td>students based on their specific learning needs</td>
<td>students based on their specific learning needs</td>
<td>students based on their specific learning needs</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis of the Assessment: Data and student learning for the whole class activity:**
administering and analyzing the assessment

CEC 3, 4

**Candidate did not fully complete this section nor comply with all requirements.**

Response provides evidence that includes the following:
- A minimal analysis of all of the data to determine students’ progress toward the learning goal(s)
- An inaccurate analysis of the efficiency of the data-collection process
- Minimal engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)
- A partial analysis of all of the data to determine students’ progress toward the learning goal(s)
- A partial analysis of the efficiency of the data-collection process
- Limited engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)
- An informed analysis of both forms of data to determine students’ progress toward the learning goal(s)
- An appropriate analysis of the efficiency of the data-collection process
- Effective engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)

**Analysis of the Assessment: Data to determine impact on student learning for each of the two identified focus students with exceptionalities**

CEC 3, 4

**Candidate did not complete this section nor comply with all requirements.**

Response provides evidence that includes the following:
- Little or no analysis of all the data to learn about the progress of each of the two focus students toward achieving the learning goal(s)
- An ineffective analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each focus student to be able to demonstrate learning, with minimal evidence
- Minimal engagement of each of the two focus students in
- A partial analysis of all the data to learn about the progress of each of the two focus students toward achieving the learning goal(s)
- An incomplete analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each focus student to be able to demonstrate learning, with weak evidence
- Minimal engagement of each of the two focus students in
- A thorough analysis of all the data to learn about the progress of each of the two focus students toward achieving the learning goal(s)
- An in-depth analysis, based on data, both baseline and graphic, of the impact of the modification and/or adaptation of the assessment for each focus student to be able to demonstrate learning, with thorough evidence

Response provides evidence of impact on student learning and includes the following:
- An accurate analysis of all the data to learn about the progress of each of the two focus students toward achieving the learning goal(s)
- An informed analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each focus student to be able to demonstrate learning, with appropriate evidence

Response provides evidence of impact on student learning and includes the following:
- A thorough analysis of all the data to learn about the progress of each of the two focus students toward achieving the learning goal(s)
- An in-depth analysis, based on data, both baseline and graphic, of the impact of the modification and/or adaptation of the assessment for each focus student to be able to demonstrate learning, with thorough evidence

Response provides evidence of impact on student learning and includes the following:
<table>
<thead>
<tr>
<th>Unsatisfactory (1)</th>
<th>Emerging (2)</th>
<th>Basic (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyzing his or her own assessment results to understand progress toward the learning goals, with inappropriate evidence to support the analysis and development of long-range individualized plans, including learning progressions, in both general and special education curricula</td>
<td>Cursory engagement of each of the two focus students in analyzing his or her own assessment results to understand progress toward the learning goals, with inconsistent evidence to support the analysis and development of long-range individualized plans, including learning progressions, in both general and special education curricula</td>
<td>supporting the analysis</td>
<td>Extensive engagement of each of the two focus students in analyzing his or her own assessment results to understand progress toward the learning goals, with significant evidence to support the analysis and development of long-range individualized plans, including learning progressions, in both general and special education curricula</td>
<td></td>
</tr>
</tbody>
</table>

Reflecting on the Assessment for the Whole Class Activity: Reflecting on your assessment

CEC 3, 4

Candidate did not fully complete this section nor comply with all requirements.

Response provides evidence that includes the following:
- A minimal explanation of how the data analysis will inform or guide future instruction for the whole class
- Ineffective identification of modifications to be made to the data-collection process for future use with minimal rationale
- An inappropriate choice of modifications to the assessment and rationale for this choice
- An illogical alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)

Response provides evidence that includes the following:
- A cursory explanation of how the data analysis will inform or guide future instruction for the whole class
- Partial identification of modifications to be made to the data-collection process for future use with a limited rationale
- A limited choice of modifications to the assessment and rationale for this choice
- A partial alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)

Response provides evidence that includes the following:
- An appropriate explanation of how the data analysis will inform or guide future instruction for the whole class
- Informed identification of modifications to be made to the data-collection process for future use with an appropriate rationale
- An appropriate choice of modifications to the assessment and rationale for this choice
- A logical alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)

Response provides evidence that includes the following:
- An insightful explanation of how the data analysis will inform or guide future instruction for the whole class
- Insightful identification of modifications to be made to the data-collection process for future use with a thorough rationale
- A significant choice of modifications to the assessment and rationale for this choice
- A significant alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)
<table>
<thead>
<tr>
<th>Reflecting on the Assessment for Each of the Two Focus Students CEC 3, 4</th>
<th>Un satisfactory (1)</th>
<th>Emerging (2)</th>
<th>Basic (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
</tr>
</thead>
</table>
| Candidate did not fully complete this section nor comply with all requirements. | Response provides evidence that includes the following:  
- A misinformed choice of and rationale for one successful aspect of the assessment for either focus student  
- A minimal use of data analysis to inform or guide the next steps of instruction for each of the two focus students  
- A minimal identification of modifications to be made to the assessment for future use for each of the two focus students, with a minimal rationale |  | Response provides evidence that includes the following:  
- A limited choice of and rationale for one successful aspect of the assessment for either focus student  
- A tangential use of data analysis to inform or guide the next steps of instruction for each of the two focus students  
- A vague identification of modifications to be made to the assessment for future use for each of the two focus students, with a limited rationale | Response provides evidence that includes the following:  
- An informed choice of and a rationale for one successful aspect of the assessment for either focus student  
- An appropriate use of data analysis to inform or guide the next steps of instruction for each of the two focus students  
- A logical identification of modifications to be made to the assessment for future use for each of the two focus students, with an appropriate rationale | Response provides evidence that includes the following:  
- A significant choice of and an in-depth rationale for one successful aspect of the assessment for either focus student  
- A substantive use of data analysis to inform or guide the next steps of instruction for each of the two focus students  
- An insightful identification of modifications to be made to the assessment for future use for each of the two focus students, with a thorough rationale |