

**Assessment 5 (required) - Effects on Student Learning:
Assessment that demonstrates candidate effects on student learning**
Section IV – Evidence for Meeting Standards
Formative Assessment and Instruction Work Sample

1. Description of the assessment and use in the program

During the SPED 565, Internship II interns are required to select a student for the Formative Assessment and Instruction Work Sample. The overall purpose of this work sample is to show learning gains for students by monitoring instruction through systematically collecting data. Interns extend information that they have learned earlier in the program in the areas of designing instruction, assessment, and curriculum development. Monitoring the effectiveness of instruction is emphasized throughout the internship, and this assignment/assessment gives interns a vehicle for formally demonstrating proficiency related to formative assessment and instruction. Interns build on their previous learning and set long range instructional goals as well as daily instructional objectives for the students they are teaching. They also design instruction by taking inventory of the environment and select and adapt curriculum to meet individual needs. The assignment begins with a file review and pre-test of a cluster of skills. Based on this information an educational plan is developed over a 4-6 week period as well as formative assessment procedures developed. At the end of the work sample students receive a post-test on the cluster of skills to assess for overall retention of skills targeted for instruction. As with other assignments in the program, interns are asked to reflect on the work sample and provide recommendations for the school, student, and family. This work sample is designed to be implemented in either general education or special education settings and can address basic skill areas or transition-related skills (career development, self-advocacy, life skills, study skills, etc.).

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

The primary Standards addressed for this work sample are **Standards 4, 5, 6, 7, and 8**. Elements within other standards are highlighted and noted below.

Standard 2: Development and Characteristics of Learners

Interns are assessed on their ability to review background information and articulate the unique development and disability characteristics of the student used for the work sample. Interns will use this knowledge and understanding of the needs and strengths of students to develop an effective educational and assessment plan for the identified student.

Standard 3: Individual Learning Differences

Interns are assessed on their ability to articulate the impact of disability on learning as related to a specific basic skill or transition-related skill area. Interns will need to show how they are active and resourceful in developing an effective educational plan to meet the cultural, academic, social, and transition needs of the student.

Standard 4: Instructional Strategies

Interns are assessed on their ability to use evidenced-based instructional interventions and instructional strategies to promote challenging learning results in the environment that the work sample is being implemented.

Standard 5 Learning Environments and Social Interactions

Interns are assessed on their ability to shape the instructional environment to encourage independence, self-motivation, personal empowerment, and self-direction. As interns develop their educational plans they must consider environmental factors and behavioral characteristics that impact student learning. They also are assessed on their ability to effectively involve paraeducators in planning and assessment phases of the work sample.

Standard 6 Language

Interns are assessed on their ability to consider language and communication issues in the plans that they develop for the student involved in the work sample. This includes the inclusion (where appropriate) of augmentative, alternative and assistive technologies to support and enhance communication of individuals with disabilities.

Standard 7 Instructional Planning

This is an area that is emphasized in this assessment because interns are assessed on their ability to develop a consistent and systematic educational plan and assessment plan. The important connection between assessment and instruction is targeted with this assessment. The intern is assessed on their ability to write an educational plan that starts with the writing of a long-range instructional goal as well as short term objectives that are anchored in both special education and/or general education curricula. After interns develop these plans, they are assessed on their ability to implement them and modify them based on an ongoing analysis of the student's learning progress. Interns must develop instructional plans that include evidenced-based interventions, curriculum, and strategies. Where appropriate, interns will integrate assistive technology into their plans.

Standard 8 Assessment

Interns are assessed on their ability use informal curriculum-based assessment approaches to regularly monitor progress and adjust instruction in response to the ongoing learning process. It is important for the intern to formally document their impact on improving student's skills. Interns apply measurement theory to the curriculum based approach they design to assure that it is valid and reliable. The required pre-test of skills and ongoing assessment tasks of the intern allow the intern to identify supports and adaptations needed for the student.

Standard 9 Professional and Ethical Practice

Interns are assessed on their ability to reflect on their practice during the work sample and provide instructional recommendations to school staff, the student, and family.

Standard 10 Collaboration

In order to effectively complete this work sample, interns will be required to collaborate with other educators, families, and paraeducators to assure that the needs of the student are met during this work sample. The reflection will highlight some of these challenges as well as provide recommendations for future instruction.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2007

5. Assessment Documentation

5a. Assessment Instrument

Formative Assessment and Instruction Work sample

FORMATIVE ASSESSMENT AND INSTRUCTION WORK SAMPLE

MONITORING AND EVALUATING EFFECTIVENESS OF YOUR INSTRUCTION SPED 565 INTERNSHIP

OVERVIEW

During the Internship you will be required to select a student for the Formative Assessment and Instruction Work Sample. This may be the same student you select for your IEP Case Study. *Formative assessment is evaluating student performance frequently with short curriculum-based tests, watching changes in performance, and making changes in instruction when performance is not increasing. What the student does today determines what we will teach and how we will teach tomorrow* (Isaacson, 1997). Effectively conducting both summative and formative assessment are essential to making educationally relevant decisions about students. Too often educators only focus on the summative evaluation and thereby may continue using the same intervention over a period of time without monitoring its effectiveness. Because of the unique needs of all students, including those students with learning difficulties, it only makes sense that we will have to try out many different instructional interventions (e.g., strategies and approaches) and have a system to monitor the impact of those interventions on student learning. The overall purpose of this is for you to systematically collect data to monitor the impact of your instruction on student learning and adjust instruction in response to this data. You will set long range instructional goals as well as daily instructional objectives and design instruction by adjusting the environment. You will also learn about selecting and adapting curriculum to meet individual needs. This work sample is designed to be implemented in either general education or special education settings and can address any of the basic skill areas or transition related skills (career development, self-advocacy, life skills, study skills, etc.). See below for specific information about the sections for the work sample.

WORK SAMPLE OUTLINE

1. **Background Information about student** (CEC Standard 2: *Development and Characteristics of Learners* and CEC Standard 3: *Individual Learning Differences*)
 - ✓ Conduct a file review (follow appropriate procedures for access to student's file) and write any educationally relevant background information regarding the student's individual learning difficulties, language/communication needs, student's disability, work habits, or behavior characteristics. Articulate clearly the impact of the student's disability on learning. Also, highlight the student post-school goals (transition-age students), interests, preferences, and strengths. Finally, identify any cultural factors that impact the student's learning and development (Do not report IQs; you may state the student has intellectual abilities within the normal range, in the low normal range, etc. if that information is relevant).
2. **Describe the environment where instruction will take place** (CEC Standard 5: *Learning Environments and Social Interactions*)
 - ✓ Special education setting or general education setting (or a combination)
 - ✓ List any environmental factors that will promote or hinder instruction
 - ✓ Describe nature of paraeducators supports available during the instruction
3. **Pre-test skills and report results** (CEC Standard 8: *Assessment*)
 - ✓ Develop or use an existing tool to pre-test the cluster of skills you plan to address in your education plan (this may already have been given to the student, e.g., section of math pre-test at the beginning of the year)

- ✓ Provide a brief written report of pre-test results

4. Educational Plan (4-6 weeks) (CEC Standard 4: Instructional Strategies; CEC Standard 5: Learning Environments and Social Interactions CEC Standard 6: Language; CEC Standard 7: Instructional Planning)

- ✓ List related IEP goal(s) (directly from the student's IEP)
- ✓ Develop a long-range results-oriented goal (4-6 weeks) and objectives and include all elements of a well written goal/objective (what do you expect to accomplish in 4-6 weeks?)
- ✓ Describe the evidence-based interventions you plan to use and include mention of curriculum materials, cultural factors (as appropriate), language/communication needs, paraprofessional supports, strategies, accommodations/modifications (realize that this may change as you examine the data during your instruction)
- ✓ How will the environment you create promote independence, self-direction, personal empowerment, and self-advocacy?
- ✓ Describe how you will use assistive technology or instructional technology in your plan

5. Description of Data Keeping Procedures for monitoring the impact on student learning (CEC Standard 8: Assessment)

- ✓ What data will be collected and describe the curriculum-based approach used (quantitative, qualitative, percentages, tallied data, quiz/probe grades)
- ✓ Describe the validity and reliability of the curriculum-based assessment approach you design
- ✓ How will it be displayed?
 - Create templates of charts and graphs that you will use to track the objective(s) (you may want to use a spreadsheet program or use examples in Isaacson, 1997). Be creative here.
 - Chart scores as percent, rate, cumulative total, other?
- ✓ Where in the lesson will data be collected?
 - (e.g., opening, body, independent practice, homework)
- ✓ How often will data be collected? (e.g., daily, weekly, or every other day)

6. Progress reporting (4-6 weeks) (CEC Standard 7: Instructional Planning; CEC Standard 8: Assessment)

- ✓ Report weekly on the progress of your instruction using the *Weekly Interpretation of Learning Gains* (WILG) format noting data collected
- ✓ Complete weekly/daily lesson plans that show instructional adjustments
- ✓ Involve the student in the collection of data and the interpretation of results
- ✓ Note changes in instruction based on the data you receive about the impact of your instruction on learning as well as other variables that impact learning during the 4-6 weeks (you may have to consult with Mentor/Cooperating Teacher and KSC Supervisor about the data and changes in instruction and curricula)

7. Post-test skills report results (CEC Standard 8: Assessment)

- ✓ Post-test the cluster of skills
- ✓ Provide a brief written report of post-test results

8. Reflections and recommendations (CEC Standard 9: Professional and Ethical Practice)

- ✓ What types of instruction and curriculum did you use and which were most effective?
- ✓ Describe the types of instructional decisions you made that were based on the data you collected.
- ✓ Describe the collaborative challenges you encountered and how you addressed them
- ✓ To what extent did you reach the outcome?
- ✓ What recommendations do you have about next steps for instruction with this student?
- ✓ What recommendations do you have for the student and parent?

9. Appendices

- ✓ Daily/weekly lesson plans
- ✓ Pre-test materials
- ✓ Ongoing assessment materials/probes
- ✓ Samples of student work
- ✓ Post-test materials

5b. Scoring Guide for the Assessment

Formative Assessment and Instruction Work sample

KEENE STATE COLLEGE
POST-BACCALAUREATE SPECIAL EDUCATION PROGRAM

FORMATIVE ASSESSMENT AND INSTRUCTION WORK SAMPLE SCORING GUIDE

Directions

Rate each individual item according to the scale below and enter in the appropriate number on the evaluation form. After individual items are rated, assign an overall rating for each larger component of the work sample (e.g., Educational Plan, Summary and Recommendations). If the majority of items in an area are “Needs Improvement” then you will need to assign a “1” for the performance in that area of the work sample. At the end of the rating tool, you will have an important opportunity to add summative evaluation comments. Scores of **16 or higher** will meet expectations on this assignment. The maximum score is 24.

RATING SCALE

1 = Needs Improvement (NI)

Through review of work sample, the intern shows a low level of performance and applies knowledge and skills inconsistently and unsystematically which reveals incomplete skill(s) development. The intern’s skill development shows that she/he needs to improve on the overall formative assessment and instruction approach or individual aspects of the formative assessment and instruction procedures. The intern needs to focus more energy on bringing this aspect of teaching and/or assessing to a basic level. The supervisor should provide resources and specific suggestions for improvement in any such areas.

2 = Meeting Expectations (ME)

Through review of the work sample, the intern shows a basic level of performance and applies knowledge and skills consistently and systematically which reveals mastery of skill(s). The intern’s skill development shows that she/he has the ability to develop and implement formative assessment and instruction procedures. Remember that it is not appropriate to compare intern’s work to that of an experienced teacher. The observer should provide suggestions and next steps for the intern so she/he can continue to improve and strengthen his/her performance as some specific areas may need to be addressed. The general expectation is that many interns fall within this level of performance.

3 = Exceeding Expectations (EE)

Through review of the work sample, the intern shows an overall high level of performance and applies knowledge skills consistently and systematically which reveals an impressive intern mastery of skills. The intern’s skill development shows an excellent application and generalization of skills and the ability to develop and implement formative assessment procedures. Criteria where the intern is exceeding expectations are considered strengths of the intern, and should be noted as such in comments. The general expectation is that fewer interns fall within this level of performance.

NA = Not Applicable or Not Observed

Any item on the form that does not apply write N/A.

FORMATIVE ASSESSMENT AND INSTRUCTION WORK SAMPLE SCORING GUIDE

FORMATIVE ASSESSMENT AND INSTRUCTION WORK SAMPLE COMPONENT	RATING 1 = NI 2 = ME 3 = EE	COMMENTS
1. Background information about student (CEC Standards 2, 3) Overall Rating:		
Include educationally relevant background information regarding the student's individual learning difficulties, language/communication needs, student's disability, work habits, or behavior characteristics		
Articulate clearly the impact of the student's disability on learning		
Highlight the student post-school goals (transition-age students), interests, preferences, and strengths		
Identify cultural factors that impact the student's learning and development		
2. Describe environment where instruction will take place (CEC Standard 5) Overall Rating:		
Describe setting (general education and/or special education) and list factors in the environment that will potentially promote or hinder instruction		
Connect lesson to student interest and strengths		
Connect lesson to student IEPs		
3. Pre-test skills and report results (CEC Standards 8) Overall Rating:		
Select appropriate pre-test		
Report results of pre-test to inform educational plan		
4. Educational Plan (CEC Standards 4, 5, 6, 7) Overall Rating:		
List related IEP goals		
Develop a long-range (4-6 weeks) instructional goal that is results-oriented and includes elements of a well written goal/objectives		
Describe the evidenced-based interventions incorporated in the plan and include paraeducator supports, cultural factors, language/communication needs, curriculum materials, accommodations/ modifications, and strategies		
Describe how you will use assistive technology or instructional technology in your plan		
5. Description of Data Keeping Procedures (CEC Standard 8) Overall Rating:		
Describe specific data to be collected and curriculum-based approach		
Describe when data will be collected, and how data will be displayed including charting, graphing, and other relevant specifics		
Describe the validity and reliability of the curriculum-based approach		
6. Progress reporting (CEC Standards 7, 8) Overall Rating:		
Report weekly progress on WILG form that note changes in instruction based on the data collected		
Complete daily/weekly lesson plans that show instructional adjustments		
Describe how you involved student in data collection and analysis		
7. Post-test skills and report results (CEC Standards 8) Overall Rating:		
Select appropriate post-test		
Report results of post-test		

8. Reflections and recommendations (CEC Standards 9)	Overall Rating:	COMMENTS
Describe the effectiveness of you instruction		
Describe the decisions you made about your instruction that were based on the data you collected		
Describe collaborative challenges and how addressed		
List recommendations for instructing student		
List recommendations for the parent		
Title and Table of Contents	Y or N	
Appendices		
Daily/weekly lesson plans	Y or N	
Pre-test materials	Y or N	
Ongoing assessment materials/probes	Y or N	
Samples of student work	Y or N	
Post-test materials	Y or N	
FINAL SCORE/GRADE FROM OVERALL RATINGS	/24	

GRADING CRITERIA: Below 16 = C; 16-20 = B; 21> = A.

SUMMATIVE EVALUATION COMMENTS: (USE BACK OF THIS FORM IF NECESSARY)

SUMMARIZE INTERN'S STRENGTHS

HIGHLIGHTS FOR INTERN

RECOMMENDATIONS

5c. Data Derived from Assessment

Formative Assessment and Instruction Work sample

Data will be collected during the 2006-2007 academic year and reported in June 2007

Proposed Data Tables for 2006-2007:

The percentage and number of candidates will be reported for each category of the work sample which will allow for analysis of intern performance on program skills related to developing and implementing formative assessment and instruction procedures.

FORMATIVE ASSESSMENT AND INSTRUCTION WORK SAMPLE COMPONENT N =	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
1. BACKGROUND	(#) % of Total N	(#) % of Total N	(#) % of Total N
2. DESCRIPTION OF ENVIRONMENT			
3. PRE-TEST			
4. EDUCATIONAL PLAN			
5. DATA KEEPING PROCEDURES			
6. PROGRESS REPORTING			
7. POST-TEST			
8. REFLECTIONS AND RECOMMENDATIONS			

Candidates can range from 0-24 points on their overall score for this work sample. A minimum score of “16” is a passing score for the work sample. Overall scores will be reported in the following ranges by percentage and number of candidates.

Overall Formative Assessment and Instruction Work sample Score			
Year	0-15	16-20	21-24
2006 -2007	(#) % of Total N and the range of scores received	(#) % of Total N and the range of scores received	(#) % of Total N and the range of scores received