

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

NO CHANGES

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

The assessment has been redesigned to focus on fewer standards as recommended by NCATE/CEC. The emphasis is now on Standards 4, 5, 7, and 8. Standard 6 and 10 are addressed, but minimally. The assessment was also written in a rubric fashion to more descriptively align with standards. See original report for descriptions about how this assessment aligns with standards 4, 5, 7, and 8 as this remains unchanged.

3. A brief analysis of data findings

Findings from Assessment 5, *Formative Assessment Work Sample* include 2006-2007 and 2007-2008 data and are organized by each component of the assessment including an overall assessment score for both years. Final averages are provided for the component data. This work sample is unique to the PB SPED program and was designed to target a candidate's skills in both the instructional and assessment realms.

Findings from Assessment 5 show that a majority of the 16 candidates who completed this assessment over two years met or exceeded expectations on all assessment components. Only 1 candidate was rated as needs improvement on four components of the assessment. Ratings across components appear to be consistent over the two years of data. One area that may need some examination is related to candidate design of pre-testing and post-testing materials as well as the design of the educational plan. The consistency in data is also evident in the summary of overall Assessment 5 scores, for example, 62% of candidates exceeded expectations in 06-07 and in 07-08, 63% of candidates exceeded expectations. (See attached data tables for Assessment 5).

4. Interpretation of how data provide evidence for meeting standards

This work sample is unique to the PB SPED program and was designed to clearly assess a candidate's ability to impact student learning. It is designed to specifically provide program improvement data related to candidates' assessment and instruction skills. The data clearly shows that a strong majority of candidates have successfully met or exceeded expectations related to the standards assessed by the components of the assessment tool. In this case, Standards 4, 6, 7 and 8 are targeted. The aggregate data provided here will help us to examine ways to improve how we teach to the appropriate standards in the context of this work sample, and we look forward to refining and implementing this tool in the redesigned PB SPED program which is currently being developed into an M.Ed. program. This assessment tool was improved to more descriptively align to the standards addressed in the assessment. This has helped with the reliability of ratings as well as candidate understanding of the outcomes related to this assessment. The data here as well as feedback from KSC instructors and students will help us to continually improve on aspects of our program addressed by this assessment tool.

The updates on this assessment took place over the last two years as these were driven by examination of the data and feedback from the initial SPA review of program. Based on this data as well as information from faculty and students, further refinement of the tool will be necessary, particularly in the area of designing appropriate pre and post-tests and data tracking of the impact of educational interventions on student learning. These are critical skills that special educators will need in the context of the response to intervention initiatives occurring in NH schools. Additionally, various teaching strategies have been implemented to address areas of difficulty related to designing instruction and monitoring progress. This has been a solid work sample since the inception of the PB SPED program and the positive data here shows progress on the standards it assesses.

Assessment Documentation

ATTACHMENT A

Assessment Tool or Description of the Assessment

Formative Assessment and Instruction Work sample

NO CHANGES TO DESCRIPTION OF THE ASSESSMENT

Scoring Guide for Assessment

Formative Assessment and Instruction Work sample

NEW RUBRIC-- SEE NEXT PAGES

FORMATIVE ASSESSMENT WORK SAMPLE EVALUATION

INTERN'S NAME _____ SUBMISSION DATE _____ LESSON DATE _____

COMPLETED BY: _____

DIRECTIONS: EXAMINE EACH ASPECT OF THE FORMATIVE ASSESSMENT WORK SAMPLE (1-8) AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 24 POINTS. CHECK BOXES IN FIRST COLUMN IF YOU HAVE SPECIFIC CONCERNS.

ELEMENT OF WORK SAMPLE	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p>STANDARD 2 CHARACTERISTICS OF LEARNERS STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES</p> <p>1. Background information about student</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include educationally relevant background information regarding the student's individual learning difficulties, language/communication needs, student's disability, work habits, or behavior characteristics <input type="checkbox"/> Articulate clearly the impact of the student's disability on learning <input type="checkbox"/> Highlight the student post-school goals (transition-age students), interests, preferences, and strengths <input type="checkbox"/> Identify cultural factors that impact the student's learning and development 	<p>1 Candidate does not provide adequate background information about the student that is essential to understanding the context for the formative assessment work sample.</p>	<p>2 Candidate provides adequate background information about the student including information about learning difficulties, behavior characteristics, the impact of disability on learning, and transition-related information. Cultural factors that impact the student's learning are also identified.</p>	<p>3 Candidate provides comprehensive background information about the student including information about learning difficulties, behavior characteristics, the impact of disability on learning, and transition related information. Cultural factors that impact the student's learning are also identified. The background information clearly covers a range of factors and provides an extensive context for understanding the student.</p>
<p>COMMENTS</p>			
<p>STANDARD 5 LEARNING ENVIRONMENTS</p> <p>2. Describe environment where instruction will take place</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe setting (general education and/or special education) and list factors in the environment that will potentially promote or hinder instruction 	<p>1 Candidate does not provide an adequate description of the setting and only lists 1-2 factors that will promote or hinder instruction.</p>	<p>2 Candidate describes setting and lists several factors in the environment that promote or hinder instruction. The information provides an adequate understanding of the setting where instruction will take place.</p>	<p>3 Candidate provides a rich description of the setting and lists several factors in the environment that promote or hinder instruction. The information shows a high level of understanding where instruction will take place.</p>
<p>COMMENTS</p>			

ELEMENT OF WORK SAMPLE	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p>STANDARD 8 ASSESSMENT</p> <p>3. Pre-test skills and report results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select appropriate pretest <input type="checkbox"/> Report results of pretest to inform educational plan 	<p>1 Candidate does not select an appropriate pretest and therefore the results provide limited information to establish a baseline of data to inform the educational plan.</p>	<p>2 Candidate selects an appropriate pretest that provides adequate baseline data to inform the design of the educational plan. A general picture of skill strengths and weaknesses is established.</p>	<p>3 Candidate selects an appropriate pretest that provides adequate baseline data to inform the design of the educational plan. A general picture of skill strengths and weaknesses is established and the pretest also pinpoints specific skill deficits and strengths provided added knowledge to inform the educational plan.</p>
COMMENTS			
<p>STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS STANDARD 6 LANGUAGE STANDARD 7 INSTRUCTIONAL PLANNING STANDARD 8 ASSESSMENT</p> <p>4. Educational Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> List related IEP goals <input type="checkbox"/> Develop a long-range (4-6 weeks) instructional goal and appropriate objectives that are results-oriented and include elements of a well written goal/objectives <input type="checkbox"/> Describe the evidenced-based interventions incorporated in the plan to include curriculum materials, accommodations/modifications, and strategies. <input type="checkbox"/> Include paraeducator supports <input type="checkbox"/> Identify any cultural factors <input type="checkbox"/> Embed language/communication needs across the plan <input type="checkbox"/> Describe how you will use augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs <input type="checkbox"/> Use results of pretest to design educational plan 	<p>1 Candidate does not connect plan to related IEP goals for student. The long range goal and objectives do not provide clear and specific outcomes that can be assessed. The proposed plan for instruction provides limited information about instructional supports and needs. Language and communication issues are not addressed in the plan nor is the use of assistive technology. Unclear connection to the pretest results.</p>	<p>2 Candidate connects plan to related IEP goals for student. The long range goal and objectives provide outcomes that can be assessed. The proposed plan for instruction provides information about instructional supports and needs and references evidence-based interventions and curricula. Individualized strategies and accommodations for teaching language and communication are embedded in the plan to include assistive and augmentative devices as appropriate. Clear connection to pretest results is evident.</p>	<p>3 Candidate connects plan to related IEP goals for student and overall shows a high level of educational plan development. The long range goal and objectives provide clear and specific outcomes that can be easily assessed. The proposed plan for instruction provides detailed information about instructional supports and needs and references evidence-based interventions and curricula. Individualized strategies and accommodations for teaching language and communication are clearly described and embedded in the plan to include assistive and augmentative devices as appropriate. Clear connection to the pretest results is evident.</p>
COMMENTS			

ELEMENT OF WORK SAMPLE	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p style="text-align: center;">STANDARD 8 ASSESSMENT</p> <p>5. Description of Data Keeping Procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe specific data to be collected and the curriculum-based approach <input type="checkbox"/> Describe when data will be collected, and how data will be displayed including charting, graphing, and other relevant specifics (include how the student will be involved in data collection) <input type="checkbox"/> Describe the validity and reliability of the curriculum-based approach 	<p>1 Candidate provided an incomplete description of data keeping procedures including how data will be collected and displayed. No reference to validity and reliability.</p>	<p>2 Candidate provided a general description of data keeping procedures including how data will be collected and displayed. Descriptions about the role of the student in data collection are included. Validity and reliability are implied in the design of the procedures.</p>	<p>3 Candidate provided a comprehensive description of data keeping procedures including how data will be collected and displayed. Descriptions about the role of the student in data collection and other data keeping procedures are included. Validity and reliability are explicitly referenced and described.</p>
COMMENTS			
<p style="text-align: center;">STANDARD 7 INSTRUCTIONAL PLANNING STANDARD 8 ASSESSMENT</p> <p>6. Progress Reporting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide an overall summary of progress in relation to the educational plan including the degree to which learning gains were made in the context of goals and objectives (reference charts, graphs in Appendix) <input type="checkbox"/> Report weekly progress on WILG form that note changes in instruction based on the data collected (in Appendix) <input type="checkbox"/> Complete daily/weekly lesson plans that show instructional adjustments (in Appendix) <input type="checkbox"/> Describe how you involved student in data collection and analysis 	<p>1 Candidate does not provide a complete summary of progress and lacks sufficient information about weekly gains or progress on goals and objectives in the educational plan. Candidate may or may not have included lesson plans that show adjustments.</p>	<p>2 Candidate provided a complete summary of progress and included specific information about weekly gains including progress on objectives in the educational plan. Candidate referenced lesson plans that showed adjustments based on assessment data and descriptions. A description about student involvement in data collection was included in the summary.</p>	<p>3 Candidate provided a very descriptive summary of progress and included specific information about weekly gains including progress on objectives in the educational plan. A rationale was provided if gains were not achieved. Candidate referenced lesson plans that showed adjustments based on assessment data and descriptions. A description about student involvement in data collection was included in the summary.</p>
COMMENTS			
<p style="text-align: center;">STANDARD 8 ASSESSMENT</p> <p>7. Post-Test Skills and Report Results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select appropriate post-test <input type="checkbox"/> Report results of post-test (materials included in Appendix) 	<p>1 Candidate did not select an appropriate post-test and results of the post-test were not well documented.</p>	<p>2 Candidate chose a post-test that provided an overall assessment of progress in the context of the educational plan. The most important results were reported from the post-test. A rationale was provided if learning gains were not met for all objectives.</p>	<p>3 Candidate chose a post-test that provided an overall assessment and pinpointed progress in the context of the educational plan. The results were reported in an efficient, comprehensive, and understandable way. A rationale was provided if learning gains were not met for all objectives.</p>
COMMENTS			

STANDARD 9 PROFESSIONAL PRACTICE			
8. Reflections and Recommendations (overall summary) <input type="checkbox"/> Describe the effectiveness of your instruction <input type="checkbox"/> Describe the decisions you made about your instruction that were based on the data you collected <input type="checkbox"/> Describe collaborative challenges and how addressed <input type="checkbox"/> List recommendations for instructing student <input type="checkbox"/> List recommendations for the parent		1 Candidate reflections and recommendations were incomplete that did not address all necessary areas.	2 Candidate reflections and recommendations addressed all major areas and adequately provided information to the student, parent, and case manager. Reflections were thoughtful but could have been expanded.
		3 Candidate showed a high level of thoughtfulness in the reflections and recommendations. All major areas and adequately provided information to the student, parent, and case manager.	
		COMMENTS	
Title Page and Table of Contents	Y or N	COMMENTS	
Appendices			
Daily/weekly lesson plans	Y or N		
Pre-test materials	Y or N		
Ongoing assessment materials—probes, graphs, charts	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

**Data for Assessment 5: Formative Assessment
ATTACHMENT C
2006-2007; 2007-2008**

Number of Candidates Who Completed Assessment 5

2006-2007 Candidates, N=	8
2007-2008 Candidates, N=	8
Total Candidates	16

Assessment 5: Data Summary

For each component of the assessment, scores are reported by number of candidates and corresponding percentages.

For each year an average is provided for each component.

Component of Assessment	Needs Improvement (1)				Meets Expectations (2)				Exceeds Expectations (3)				Average	
	06-07		07-08		06-07		07-08		06-07		07-08		06-07	07-08
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Average	Average
Background CEC Standards 2,3	0	0%	0	0%	2	25%	4	50%	6	75%	4	50%	2.75	2.50
Description of Environment CEC Standard 5	0	0%	1	13%	3	38%	2	25%	5	62%	5	62%	2.63	2.50
Pre-Test CEC Standard 8	1	12%	1	13%	3	38%	2	25%	4	50%	5	62%	2.38	2.50
Educational Plan CEC Standards 4,5,6,7	0	0%	0	0%	5	63%	4	50%	3	37%	4	50%	2.38	2.50
Component of Assessment CEC Standard 8	0	0%	1	13%	5	63%	3	38%	3	37%	4	50%	2.38	2.38
Progress Reporting CEC Standards 7,8	0	0%	0	0%	5	63%	4	50%	3	37%	4	50%	2.38	2.50
Post-Test CEC Standard 8	0	0%	1	13%	3	38%	2	25%	5	62%	5	62%	2.63	2.50
Reflections and Recommendations CEC Standard 9	0	0%	0	0%	4	50%	2	25%	4	50%	6	75%	2.5	2.75

Summary of Overall Assessment 5 Scores

A minimum overall score of 16 is a passing score for Assessment 5. Candidates can range from 0-24 points on their overall score for the work sample. Overall scores are reported in the following ranges by percentage and number of candidate in each of the three categories.

Year	0-15		16-20		21-24	
	Needs Improvement (1)	Percentage	Meets Expectations (2)	Percentage	Exceeds Expectations (3)	Percentage
2006-2007	0	0%	3	38%	5	62%
2007-2008	1	12%	2	25%	5	63%
Total	1	6%	5	31%	10	63%