**4.6 Collects data on individual learner achievement (e.g., academic, social, cognitive) and is accountable for each student's learning. CO 6.6**

**Standard 4.4 focuses on implementing individual learner data for ongoing decision making purposes.  This standard focuses on proficiency in planning and implementing comprehensive assessment for a variety of types of learner performance for long term planning.**

| | **Basic (1.0 - 1.9)** | **Developing (2.0 - 2.9)** | **Proficient (3.0 - 3.9)** | **Advanced (4.0)** |
|---|---|---|---|---|
| *Comprehensive Input* | No evidence that s/he can gather comprehensive information about learning history, background, and progress in achievement which might affect performance of students OR evidence does not indicate that s/he can meet any of the criteria below: | Develops a contextual analysis plan for a group of students that would identify the essential information about learning history, background, and progress in achievement of a group and individual students, meeting a majority of the criteria below: | Develops a contextual analysis plan for a group of students that would identify the essential information about learning history, background, and progress in achievement of a group and individual students, meeting all of the criteria below: | Meets the criteria for "Proficient" and demonstrates fluency in doing so by meeting the criteria with more than one contextual analysis for long term planning for different groups of students |
| | a. develops  assessment questions and procedures that, if implemented,  would result in important information from files, published and internet sources  related to students' academic, social, and cognitive needs ||||
| | b.  develops  assessment questions and procedures that, if implemented,  would result in  important information from significant others familiar with the student  (e.g., parents, teachers) ||||
| | c. develops  assessment questions and procedures that, if implemented,  would result in information from students (e.g., interests) ||||
| | d. develops  assessment questions and procedures that, if implemented,  would provide a comprehensive picture of students' skills; including cultural background, socioeconomic circumstances ||||
| | e. develops assessment questions and proceduresthat, if answered, would provide information on social (e.g., peer relations) and learning  (e.g., attention span) skills ||||
| | f. develops assessment questions  that, if answered, would provide information on the school environment (e.g., curriculum, resources, physical environment, social environment) ||||
| | g. develops  assessment questions  that, if answered, would provide information needed to identify factors that might identify individual differences that affect performance of individual students failing to achieve or needing enrichment  in all important academic areas ||||
| | h. develops tools and instruments to gather information from others about students' backgrounds, history, and present individual needs (e.g., questionnaires, inventories) ||||
| *Comprehensive Implementation* | No evidence OR fails to implement plans so that inaccurate or incomplete information is gathered in any important areas: | Implements assessment plan that gains information on group and individual students in a majority of the areas listed below: | Implements assessment plan that gains comprehensive information on group and individual students in all of the areas listed below: | Meets the criteria for "Proficient" and demonstrates fluency in doing so by meeting the criteria with more than one contextual analysis for long term planning for different groups and individual students |
| | a. background information from files, published and internet sources  related to group and individual students' academic, social, and cognitive needs ||||
| | b.  information from significant others familiar with the student  (e.g., parents, teachers) ||||
| | c. information from students (e.g., interests) ||||
| | d.  comprehensive picture of students' skills, including cultural background, socioeconomic circumstances ||||
| | e information on social (e.g., peer relations)and learning  (e.g., attention span) skills ||||
| | f.  information on the school environment (e.g., curriculum, resources, physical environment, social environment) ||||
| | g. factors that might identify individual differences that affect performance of individual students failing to achieve or needing enrichment  in all important academic areas ||||

| | | | |
|---|---|---|---|
| ***Comprehensive Application*** | No evidence OR fails to accurately or clearly interpret information gained through assessment | Accurately and clearly interprets information gained through assessment but some overgeneralization or failure to generalize results for specific students | Demonstrates understanding of how assessment data (e.g., learning history, background, progress) might affect performance of students, including individual students who are at risk or failing to achieve and those needing enrichment | Demonstrates broad understanding of meaning of assessment data by meeting criteria for "Proficient" across more than one example of comprehensive assessment and planning |
| | No evidence OR plans for instruction or pre-assessments are ineffective because they do not consider results of assessment in planning for individual students' needs | Plans pre-assessments and instruction that utilizes assessment data gathered, planning for both the group and individual students; planning may not be comprehensive in terms of meeting all individual students' needs | Plans pre-assessments and instruction that demonstrates comprehensive use of assessment data gathered, planning for both the group and individual students and meeting the needs of all individual students who are at risk, failing to achieve, or those needing enrichment | Meets criteria for "Proficient" across more than one example of comprehensive assessment and planning |

**Operationalization/Criteria:**

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

**Guidelines for Admission to Student Teaching:**
 Benchmark at admission to student teaching is "Developing" on all dimensions.

**Examples of Evidence:** Assessment plans, contextual analyses, pre-assessments, rationale, and instructional plans from a unit implemented with students (mini work samples), other plans and analyses of student data (IEP monitoring,  RTI progress intervention plans, reports for parents, portfolio assessments, diagnostic assessment reports, etc.)

**Guidelines for Program Completion/Student Teaching:**
1. Required for program completion is a rating in the "Proficient" range in all dimensions of the standard.
2. Evaluate the TWS in terms of adequacy and thoroughness in planning assessment, contextual analysis, rationale, preassessment, plan for assessment and instruction.
3. Evaluate the TWS in terms planning and teaching modifications based on individual student data. Evaluate the TWS in terms of adequacy and thoroughness in preassessments, as well as use of information in planning instruction.
4.  Observe for range of types and quality of assessments used to gather information.
5. Evaluate any other examples of assessment plans and follow-up use of information..
6. The OVERALL rating for the standard should be an average of the rating on all dimensions.
7. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *TWS instructional plans utilized preassessment information from school and*
 *classroom records, as well as direct observation and interview data and individualized for students with language differences, interests, ability levels, and achievement levels in every plan.*

**Examples of Evidence:** TWS (assessment plans, contextual analyses, rationale, and assessment reports) and other analyses of student data (progress monitoring data, IEP monitoring, RTI  intervention plans, reports for parents, portfolio assessments, diagnostic assessment reports, etc.)

**Rationale:**

Borich, G.D. (2007). *Effective teaching methods: Research-based practice*, 6th ed. Upper Saddle Rivers, NJ: Merrill/Prentice Hall.

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Herbert, E.A. (2001). *The power of portfolios: What children can teach us about learning and assessment*. San Francisco: Jossey-Bass.

Kauchak, D.O., & Eggen, P.D. (1998). *Learning and teaching: Research-based methods*, 3rd ed., Needham Heights, MA: Allyn & Bacon.

Marzano, R., Pickering, D., & McTighe, J. (1993). *Assessing outcomes: Performance assessment using dimensions of learning.* Alexandria, VA: ASCD.

McLoughlin, J.A. (2008). *Assessing students with special needs*, 7th ed. Upper Saddle Rivers, NJ: Merrill.

Popham, W.J. *Classroom assessment: What teachers need to know*, 5th ed. Upper Saddle Rivers, NJ: Allyn & Bacon.

Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher, 29* (7), 4-14.

Stiggens, R.J. (2008). *Introduction to Student-Involved Assessment for Learning*, 5th ed. Upper Saddle Rivers, NJ: Allyn & Bacon.

Taylor, C.T. (1994). Assessment for the measurement of standards: The peril and promise of large scale assessment reform. *American Educational Research Journal, 31,* 231-262.