A. ASSESSMENT TITLE:
Assessment Analysis

B. ASSESSMENT TYPE:

 Key Assessment

C. ASSESSMENT AREA(S): Key Assessment areas that are used to gather data for program feedback and accreditation measures

Assessment Area #	Performance Assessment Areas - (Must address practices related to Diversity in all areas)	Place an X if Assessment is used as a measure of this area
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	
2	Professional Dispositions	
3	Data and Research driven decision making	X
4	Integration of Technology in the discipline	X
5	Clinical Practice (integrated practices of diversity)	X

Commented [1]: According to the PRD this assessment is used in these areas.

Commented [2]: According to the PRD this assessment is used in these areas.

D. PURPOSE & USE:

1. **Description:** Brief description of assessment

> This assessment is to introduce the basic concepts of validity, reliability, professional ethics, and grading perspectives. Candidates will explore further the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments. Candidates will analyze and create a variety of assessments as well as evaluate school data from standardized tests to inform school improvement efforts.

2. **Administration Point or Transition Point:** This assessment is administered (choose all that apply)

   Middle of Program

3. **Purpose:**
   This assessment provides candidates the opportunity to demonstrate their capacity to explore further the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments. Standards specifically related to (and measured by the rubric for) this assessment are listed under "Alignment to Standards."

4. **Use:**
   Assessment results will be used to satisfy the research requirement to support candidate matriculation. Candidates receiving a holistic score of "Not Target" or "Developing" will be

required to revise the assessment until successful (scoring at least "Target"). See **H. Scoring Rubric** for description)

E.   ALIGNMENT TO STANDARDS:

Teacher Leader Standards	TCHL 555
Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.	X
Standard 2. Access and Use Research to Improve Practice and Student Learning.	
Standard 3. Promote Professional Learning for Continuous Improvement.	X
Standard 4. Facilitate Improvements in Instruction and Student Learning	X
Standard 5. Promote the Use of Assessments and Data for School and District Improvement.	
Standard 6: Improving Outreach and Collaboration with Families and Community	
Standard 7: Advocate for Student Learning and the Profession.	

Kentucky Teacher Performance Standards (KTPS)	TCHL 555
Standard 1. Learner development	
Standard 2. Learning differences	
Standard 3. Learning environments	
Standard 4. Content knowledge	
Standard 5. Application of content	
Standard 6. Assessment	X
Standard 7. Planning for instruction	
Standard 8. Instructional strategies	
Standard 9. Professional learning and ethical practice	X

F. **ASSESSMENT DEVELOPMENT:** Describe the following elements:

1) how the assessment was developed, piloted, refined—be sure to discuss the role that faculty (including clinical faculty) as well as key P-12 partners played in instrument development;

The Assessment Analysis was developed as a part of our TCHL series of classes to address assessment in the TCHL 555 course. The assessment analysis assignment was developed to provide candidates with advanced knowledge of analyze assessment to promote student success. Program faculty held focus groups to engage community partners in the overall program revision and asked targeted questions regarding the assessment.

2) Who uses the assessment and how are they trained to use the assessment?

Program faculty developed, implemented and now use the Assessment Analysis.

3) How the assessment is integrated into the preparation curriculum and what stage of candidate progression the assessment assesses.

The Assessment Analysis is integrated into our TCHL 555 class and this course is designed to be in the midpoint range of candidate preparation.

G. **CANDIDATE INSTRUCTIONS:** Step-by-step description of what the candidate must do to complete and submit the assessment. As appropriate, remind candidates how certain portions of their work (and related assessment) are tied to particular KTPS.

Instructions:

1. To identify key components of validity and reliability.

Analyze the principles for selecting meaningful assessments.

2. Create assessments that align with the cognitive complexity and content articulated in state standards.

3. Analyze the variety of assessments within a practitioner's classroom.

Craft a formative and summative assessment plan for a unit of instruction.

H. **SCORING RUBRIC:**

Grading Rubric:

Identification of key components of validity and reliability – 100 pts

- Target - All elements of the key components of validity and reliability are complete. Required sections or required revisions are completed on time. All statements are in complete sentences and are relevant. All citations follow APA format

- Developing - All elements of the key components of validity and reliability are complete. Required sections or required revisions are completed on time some statements are in complete sentences and are relevant to the study. Most citations follow APA format
- Not on Target - Not all elements of the key components of validity and reliability are complete. Required sections or required revisions are not completed on time All statements in the are not in complete sentences and/or are relevant to the study. The citations contained APA format errors

Quality of Standard Alignment with cognitive complexity – 200 pts

- Target - All elements of the Standard Alignment with cognitive complexity were developed and executed thoroughly and thoughtfully, with each step representing an understanding of the Standard Alignment with cognitive complexity.
- Developing - All elements of the Standard Alignment with cognitive complexity were developed and executed, with most steps representing an understanding of the Standard Alignment with cognitive complexity.
- Not on Target - Not all elements of Standard Alignment with cognitive complexity were developed and executed. Many of the elements did not communicate an understanding of the Standard Alignment with cognitive complexity. .

Implement Assessment Analysis - 100 pts

- Target - The implementation was effective and made use of the materials and knowledge developed during the Assessment Analysis.
- Developing - The implementation was partially effective and made use of some of the materials and knowledge developed during the Assessment Analysis .   .
- Not on Target - The implementation was ineffective and did not make use of the materials and knowledge developed during the Assessment Analysis.

I. **ASSESSMENT QUALITY ASSURANCE:**

All advanced programs follow the validity and reliability procedures outlined in the WKU Advanced Program Quality Assurance System Plan (QASP).

Validity of each advanced program assessment was established during the original creation of the assessment. Assessment validity will be revisited periodically based on changes to the assessment/rubric or changes to the program. The WKU QASP procedures will be followed and include the use of the Lawshe method of analysis to support the validity process.

The reliability process will be done annually and include school partners and program faculty members. The process, also included in the QASP, shall include training for all assessors, calibration based on previous implementations of the assessment, and periodic multiple scoring sessions to verify scoring consistencies.