

A. ASSESSMENT TITLE: Assessment Battery and Outcome Development

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	
5	Clinical Practice (integrated practices of diversity)	

D. PURPOSE & USE:

1. Description:

Assessment Battery, analysis and Outcome Development students engage with children and families to implement a series of screening, diagnostic, criterion referenced and classroom-based assessment instruments, score and analyze results, write a summative report and develop appropriate outcomes for the child based on the assessment results.

1. Administration Point or Transition Point:

Middle of Program

2. Purpose:

Candidates implement the assessment battery with a minimum of 2 children, one from birth through 2 years of age and another child between 3 and 5 years of age. This project requires a full range of content knowledge and application, data analysis and interpretation developed in this course and throughout the program, making it appropriate for addressing in part CAEP Assessment Area 3 (Data and Research Driven Decision Making). This task addresses KTPS 1-4 and 6 – 9).

3. Use:

(example: Assessment results will be used to For assessments prior to student teaching, candidates receiving a holistic score of “1” will be required to repeat the assessment until successful (scoring at least “2”) or will be advised out of the program; Candidates scoring “2” will be allowed to continue into the next stage of the program. For assessments associated with student teaching, candidates will not be able to exit the program without a holistic score of “3.” See **H. Scoring Rubric** for description)

E. ALIGNMENT TO STANDARDS:

1. CAEP Standards

<i>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and careerreadiness standards.</i>	
<i>Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.</i>	
<i>Standard A.3 The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.</i>	
Standard A. 4 - The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.	
<i>Standard A. 5 – The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completer’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.</i>	
CAEP Crosscutting Theme – Diversity (D)	
CAEP Crosscutting Theme – Technology (T)	

2. Kentucky Teacher Performance Standards:

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	X
Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	X
Standard 3. Learning environments. The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	X
Standard 4. Content knowledge. The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	X
Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	
Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.	X
Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	X

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	X
Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	X
Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.	

Key assessment is still under development and will be piloted during the 2020-2021 academic year. Faculty and clinical partners will continue to work to complete the rubric, refine and implement the pilot. Once piloted, faculty and clinical partners will meet to review and evaluate products and refine further if needed.

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;
- 2) who uses the assessment and how are they trained to use the assessment?
- 3) How the assessment is integrated into preparation curriculum and what stage of candidate progression the assessment assesses.

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.

H. SCORING RUBRIC: Most key assessments use the following performance levels and descriptions (as appropriate for the teaching standards assessed). If different performance levels are used, they must be clearly defined and included in the rubric as outlined below.

1. – **Beginning:** The Beginning performance provides *little or no evidence* of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice.
2. – **Developing:** The Developing performance provides *limited but emerging evidence* of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice. This performance level is acceptable for candidate progress toward student teaching.
- 3 – **Proficient:** The Proficient performance provides *sufficient* evidence of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice. In order to exit the programs, *at least* this performance level must be achieved across all standards evaluated during the student teaching semester.
- 4 – **Exemplary:** The Exemplary performance provides *clear, consistent, and convincing* evidence of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze

student learning, and reflect on his or her instruction and student learning to improve teaching practice.

IMPORTANT NOTE: Please see the CAEP *Rubrics for Evaluation of EPP Instruments Used as Accreditation Evidence* document, sections B. Rubrics for Assessments, Assignments, and Observation Protocols and C. Rubrics for Scoring Guides for additional guidance on sound rubric development.

Standards Alignment*		Element/ Indicators	Performance Levels				Score
CAEP	KTPS		1 Beginning	2 Developing	3 Proficient	4 Exemplary	

*See E. **Alignment to Standards** for more complete descriptions of standards abbreviations.

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.