



Council for the
Accreditation of
Educator Preparation

Quality Assessment Workshop

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Assessments & Scoring Guides

- Tool faculty use to evaluate candidates and provide feedback on candidate performance
 - Address relevant and meaningful attributes of candidate knowledge, performance, and dispositions
 - Same or consistent categories of content appear in the assessment as are in standards
 - Congruent with the complexity, cognitive demands, and skill requirements described in standards

Mapped/Linked to Standards/Elements

- Assessment should provide evidence directly linked/mapped/aligned with standards/elements
 - Should define characteristics or essential behaviors of performance
 - Should be intentional and purposeful
 - Start with the standard/element and identify key components
 - Look for key verbs
 - Look for content or action associated with the verbs
 - Identify the intent of the standard/element
 - May take multiple items to assess the complexity associated with standard/element

Alignment with Standards



1.4 Providers ensure that candidates demonstrate skills and



commitment that afford all P-12 students access to rigorous



college- and career-ready standards (e.g., Next Generation

Science Standards, National Career Readiness Certificate,

Common Core State Standards).

Stevie's Example



Candidates will demonstrate culturally responsive teaching.

Worksheet Number 1

- With your partner(s) at the table, write an indicator that would align with some aspect of component 1.4. Place the indicator(s) on the worksheet.

Worksheet #2 – Developing Criteria

- –What behaviors or characteristic of a learning experience would you look for as an acceptable level of performance of a candidate that demonstrates the construct identified in your indicator.
- **Remember – must be observable behaviors**

Provide a list of criteria that would define student engagement for your program.

Criteria for Culturally Responsive Teaching

Candidates will demonstrate culturally responsive teaching.

- Collaboration used as part of the learning experience
- Provide student choice
- Communicate clear and challenging expectations to students
- Uses a variety of teaching strategies
 - Inquiry based/discovery instruction
 - Probing questions that challenge students

Worksheet #3 – College- and Career-Ready Skills

- What behaviors or characteristic of a learning experience would you look for at an acceptable level of performance of a candidate that demonstrates creating and implementing a learning experience that align with college- and career-ready skills?

Five criteria for Rubric Development

- Appropriate – aligned with some aspect of the standards
- Definable – clear, agreed-upon meaning
- Observable – quality of performance can be perceived
- Distinct from one another – each level defines distinct levels of candidate performance
- Complete – all criteria together describes the whole of the learning outcome

Describing Specific Performance Requirements

- What performance at each level looks like on a specific item
 - Most common approach is to first define the “acceptable” level
 - Criterion change from one level to another can be by –
 - Additive – simply adding more advanced behaviors at each level
 - Qualitative – describing how the quality of the behavior changes at each level
 - Can be both additive and qualitative
 - Lowest level should not simply be defined by the absence of a behavior

Terms & Tips

- Evaluative terms such as excellent, good, fair, poor, etc. should not be used.
- All rubrics require some level of inference on the part of the observer
- Avoid counting or other formulaic approaches to descriptors
 - Traditional: Candidate uses three teaching strategies during the lesson.
 - Preferred: Candidates selection of teaching strategies (2 or more) aligns with the intent of the lesson and engage students through a series of interactive experiences.

Tips and Terms (cont.)

- Avoid narrow descriptions that allow for only one answer
- Use nouns in place of pronouns (i.e., the problem in place of it)
- Verbs should be simple and active
- Criteria are not traits, but “look fors”
 - Indicators or pointers toward the criteria
 - Define quality candidate output
- Focus on key indicators or constructs

Building a rubric – Sufficient Level

Indicator	Sufficient Level Criteria
Candidates will <u>demonstrate</u> culturally responsive teaching. (CAEP 1.4)	<ul style="list-style-type: none">• Collaboration <u>used</u> as part of the learning experience• <u>Provide</u> student choice• <u>Communicate</u> clear and challenging expectations based on the quality of the final product• <u>Uses</u> a variety of teaching strategies<ul style="list-style-type: none">• Inquiry based/discovery instruction

Building a Rubric – Above Sufficient Level

Indicator	Sufficient Level	Above Sufficiency Level
<p>Candidates will <u>demonstrate</u> culturally responsive teaching. (CAEP 1.4)</p>	<ul style="list-style-type: none">• Collaboration <u>used</u> as part of the learning experience• <u>Provide</u> at least one student choice• <u>Communicate</u> clear and challenging expectations based on the quality of the final product• <u>Uses</u> a variety of teaching strategies<ul style="list-style-type: none">• Inquiry based/discovery instruction	<ul style="list-style-type: none">• Collaboration <u>used</u> as part of the learning experience• <u>Provide</u> more than one student choice• <u>Communicate</u> clear and challenging expectations to students with specific goals to be met based on the quality of the final product• <u>Uses</u> a variety of teaching strategies<ul style="list-style-type: none">• Inquiry based/discovery instruction• Probing questions that challenge students

Building a Rubric – Developing Sufficient

Indicator	Developing Sufficiency Level	Sufficient Level
<p>Candidates will <u>demonstrate</u> culturally responsive teaching. (CAEP 1.4)</p>	<ul style="list-style-type: none">• Collaboration limited to partner work with teacher making the partner assignments• Instructions for completion of the task are incomplete or vague• Expectations are stated in terms of simply completing the task• Only one teaching strategy is used	<ul style="list-style-type: none">• Collaboration <u>used</u> as part of the learning experience• <u>Provide</u> at least one student choice• <u>Communicate</u> clear and challenging expectations based on the quality the final product• <u>Uses</u> a variety of teaching strategies<ul style="list-style-type: none">• Inquiry based/discovery instruction

Sample – Stepping Down to Emerging

- Lowest level should not be defined by simply being the absences of a behavior or criteria.
 - Candidate does not use a range of questions behaviors; fails to facilitate and guide students; fails to use problem-based learning tasks; and students are not required to articulate their answers.
- Identify what the candidate is doing in place of the criterion behaviors.

Building a Rubric – Insufficient Level

Indicator	Insufficient Level	Developing Sufficiency Level
Candidates will <u>demonstrate</u> culturally responsive teaching. (CAEP 1.4)	<ul style="list-style-type: none">• Students work alone on completion of a worksheet• Only one correct answer is allowed and presented• Only direct instruction is used as a teaching strategy	<ul style="list-style-type: none">• Collaboration limited to partner work with teacher making the partner assignments• Instructions for completion of the task are incomplete or vague• Expectations are stated in terms of simply completing the task• Only one teaching strategy is used

Things to Remember

- For all CAEP Standards, the requirement is to provide evidence that the standard is met
 - Components listed under standards are guideposts to meeting the standard
 - Programs are required to provide evidence that every component has been addressed.
 - Reviewers must have a preponderance of evidence that the standard is met.
 - Addressing a component –
 - Meeting a component –

Worksheet #4 – Creating a rubric

- For your indicator, create a four level rubric to share with the group.

Checklists –

- List of specific characteristics with a place for marking whether that characteristics is present or absent
 - Clarifies what is required for the assignment
 - Useful when the learning outcomes are defined by the existence of an attribute (not quality)
 - Useful for candidates to make sure they have followed instruction
 - Make sure all required elements are present
 - Useful for peers to check a partner's submission for completeness of assigned components

Examples of checklist items

- | | | |
|------------------------------|-----|----|
| • Is dressed appropriately | Yes | No |
| • Is ready to teach each day | Yes | No |
| • Unit plan includes goals | Yes | No |

Usually submitted as evidence with portfolio

Includes 5 lesson plans	Yes	No
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Includes four reflections	Yes	No
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Includes professional development plan	Yes	No
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Checklist do not provide candidates or reviewers with any information on the quality of the submission.

Rating Scale

- List of specific characteristics with a place for marking the degree to which each characteristics is displayed.
- Use either frequency or quality ratings
- Frequency
 - Always, frequently, sometimes, never
 - Consistently, often, sometimes, never
 - Always, usually, often, occasionally, almost never
 - Very frequently, frequently, occasionally, rarely, very rarely
- Count of how often a behavior occurs

Sources for Presentation

- **Brookhart, S. M.** (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*. Alexandria, VA: ASCD
- **Burke, K.** (2011). *From Standards to Rubrics in Six Steps: Tools for Assessing Student Learning*. (3rd ed.) Thousands Oaks, CA: Sage
- **Stevens, D.D. & Levi, A.** (2013). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. (2nd ed.) Sterling, VA: Stylus Publishing.
- **Walvoord, B.E.** (2010). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. (2nd ed.). San Francisco, CA: John Wiley & Sons.