Assessment Projects for Candidates in the Diploma in Special Education Program

Description of the assessment and its use in the program

This assessment project is part of the evaluation of candidates and is administered during their internship. It helps to assess the candidates' abilities to measure the impact of their teaching on student learning. It provides practice in assessment, reflection, professional collaboration, and feedback.

This assessment requires teacher candidates to administer a pre- and post-assessment to evaluate the effect of their teaching on student learning. They select a unit consisting of three to five daily lessons on the same topic or concept. Candidates are to design an assessment that reflects what they think the students should know, understand, and be able to do at the end of the set of lessons. Objectives should be chosen consistent with the developmental level and learning plan of the student or students the candidate is teaching. The candidate administers the assessment before the teaching occurs and records students' success or lack of success toward each objective. After teaching the lessons, the candidate uses the same assessment to determine the student(s)' success or lack of success on each objective by using an appropriate analysis method. They are also to analyze the test itself to see whether there is alignment between the tasks in the test and the cognitive levels of the objectives. The candidate is then to use a second form of assessment to test the same objectives and compare the two methods of assessment to see if the results correspond. The candidate is to reflect on the effect of his or her teaching on the student(s), the validity of the testing methods, and what this means for instruction. Candidates are to present their results and reflections to colleagues in the internship seminar, eliciting collaborative reflection, and construct feedback for the student(s) that will support motivation and learning.

Description of the assessment

Instructions for "Assessment Analysis"

1. Identify a set of learning objectives appropriate for your student(s).

2. Select a set of 3-5 daily lessons on the same topic or concept.

3. Design an assessment that reflects what you think the student(s) should know, understand, and be able to do at the end of the set of lessons.

4. Administer the assessment before you begin teaching. Record the results by objective (What does the student or students know about the topic right now?)

5. Teach the set of lessons.

6. Conduct the same or a similar assessment and compare the results by objective. Compare the test tasks/questions with the objectives, using Bloom's Taxonomy. Are they similar in cognitive level? Did you teach and test students at the same level? Is this the level at which you wanted them to understand the concepts of the lesson?

7. How successful was the teaching in helping the student(s) master the objectives? What was most successful in the teaching? What was least successful? Reflect on reasons for this success or lack of success.

8. Use a second assessment (for example, if you used a formal assessment for the first evaluation, use an informal one). Compare the results. Do they align? Give reasons to explain what you observe.

9. Reflect on how you would improve your teaching of this set of lessons, based on what you have learned from the activity.

10. Present your findings in class. Encourage discussion among your peers to collaboratively review the results. Explain how you will give feedback to your student(s) that will support ongoing learning.

Scoring Rubric

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Assessment Design	One or both of the assessments are poorly designed; not aligned in cognitive level to the objectives. One or more of the assessments is not appropriate to with the developmental level or abilities of the student(s).	The assessments are very much alike, so that comparison is difficult or lacks meaningfulness. Little alignment in cognitive level between the objectives and the questions/tasks on the assessments. One or more of the assessments may not be consistent with the student(s)' developmental level or abilities.	The two assessments are somewhat different and assess the same objectives. Cognitive alignment to the objectives is evident, with some errors. Questions/tasks are appropriate for the developmental level, learning goals, and abilities of the student(s) and relate to the objectives.	The two assessments clearly differ in format, but assess the same objectives. Both assessments are closely aligned to the objectives in cognitive level. Questions/tasks are clearly structured to require demonstration of the targeted knowledge and/or skills and are appropriate for the developmental level, learning goals, and abilities of the student(s).
	Standards **International- Qatar National Professional Standards for Teachers and School Leaders (2011)** **Category:** National Professional Standards for Teachers (SEC, 2007) **Standard:** 7. Assess and report on student learning **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 2. Plan effective instruction to maximize student learning. **PLO:** PI 2c. Use a range of assessments to inform teaching. **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. **Key Element:** 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.			
Data collection	Data is collected but show no clear representation of student performance.	Data represents student performance, but may not be clear.	Data validly and reliably represents student performance	Data validly and reliably are extremely helpful, representing student performance clearly and meaningfully.
	Standards **International- Qatar National Professional Standards for Teachers and School Leaders (2011)** **Category:** National Professional Standards for Teachers (SEC, 2007) **Standard:** 6. Apply internet communication technology (ICT) in managing student learning **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 3. Use current and emerging technologies in instructionally powerful ways.			
Data analysis	Minimal processes are applied to the data, and analysis is disconnected from the actual data processes. Interpretations and/or conclusions are disjointed from the data.	Processes are applied to the data, but they may be inconsistent and/or inconclusive. Processes are applied to the data, but they may be inconsistent and/or	Appropriate and accurate processes are applied to the data. Interpretations and/or conclusions are logical, and are appropriately supported by evidence from the data	Data is thoroughly analyzed using the most appropriate means. Interpretations and conclusions clearly emerge from the data analysis and are

	Unsatisfactory	Needs Improvement	Satisfactory	Target
		inconclusive. Interpretations and/or conclusions are drawn from the data, but the evidence supporting them is not provided.	analysis.	presented in a professional, concise, and thorough manner.

Standards
International- Qatar National Professional Standards for Teachers and School Leaders (2011)
Category: National Professional Standards for Teachers (SEC, 2007)
Standard:
7. Assess and report on student learning
International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)
PLO:
PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.
USA- CEC Initial Level Special Educator Preparation Standards (2013)
Standard:
Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
Key Element:
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Implications for instruction	Implications are not supported by the data and are not appropriate to the students, content, or teaching/learning situation. No student involvement.	Implications are somewhat related to the data, but my not be clearly supported by it. Stated implications may not be appropriate to identified students, content, and teaching/learning situation. Connection between the data and instructional decisions is weak; students are not involved in the assessment process.	Implications are supported by the data and are appropriate to the identified students, content, and teaching/learning situation. Instructional decisions are linked to the data, but may lack clarity; ways of involving the students in assessment decisions are discussed.	Multiple implications are clearly supported by the data, and are appropriate to the identified students, content, and teaching/learning situation. Instructional decisions are clearly and accurately linked to the data; appropriate and meaningful ways of involving the students in assessment decisions are discussed.

Standards
International- Qatar National Professional Standards for Teachers and School Leaders (2011)
Category: National Professional Standards for Teachers (SEC, 2007)
Standard:
7. Assess and report on student learning
Standard:
12. Reflect on, evaluate and improve professional practice
International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)
PLO:
PI 2a. Design instructional plans to maximize student learning.
PLO:
PLO 8: Lead positive change in education.
USA- CEC Initial Level Special Educator Preparation Standards (2013)
Standard:
Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
Key Element:
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Presentation	Data is poorly and/or inaccurately displayed. Presentation does not facilitate discussion or collaboration. Feedback is not discussed or would	Data is displayed, but may be confusing or uninteresting. Discussion is encouraged, but may not stay focused on task. Feedback is designed, but	Data is displayed in such a way as to support discussion among colleagues. Presentation is informative. Shared decision-making related	Data is clearly and accurately displayed in such a way as to elicit engaged and informed discussion among colleagues. Presentation

	Unsatisfactory	Needs Improvement	Satisfactory	Target
	not be helpful to improved learning.	may not be either explicit or helpful.	to the assessment is encouraged; however, consensus may not be achieved. Helpful feedback is designed for students.	is informative, interesting, and reflective. Shared decision-making related to the assessment results is clearly achieved and explicit, helpful feedback is designed.

Standards
International- Qatar National Professional Standards for Teachers and School Leaders (2011)
Category: National Professional Standards for Teachers (SEC, 2007)
Standard:
12. Reflect on, evaluate and improve professional practice
International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)
PLO:
PLO 3. Use current and emerging technologies in instructionally powerful ways.
USA- CEC Initial Level Special Educator Preparation Standards (2013)
Standard:
Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
Key Element:
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.