



Element IIa (New): Using Obtrusive Assessments to Evaluate Individual Students in a CBE Classroom

Element IIa (New): Teacher Evidence Chart

<p><i>Design Area II. The teacher designs and administers assessments that accurately measure students' status on proficiency scales and helps students understand the relationships between scores on assessments and overall status on a proficiency scale.</i></p>	
<p><i>Reflection Question: What do I typically do to use obtrusive assessments to evaluate individual students?</i></p>	
<p><i>Level 2 (Developing)- Teacher Evidence</i></p> <p><i>I systematically:</i></p> <ul style="list-style-type: none"> • <i>Design, administer and score selected response and short answer assessments that relate to specific proficiency scales</i> • <i>Design, administer and score essay assessments that relate to specific proficiency scales</i> • <i>Design, execute, and score demonstration assessments that relate to a specific proficiency scale</i> • <i>Design, execute, and score probing discussions that relate to specific proficiency scales</i> • <i>Enter scores into the gradebook as evidence of student performance on specific proficiency scales</i> <p><i>I thoroughly understand:</i></p> <ul style="list-style-type: none"> • <i>The nature and function of obtrusive assessments</i> • <i>The various ways I can use obtrusive assessments in the classroom</i> 	<p><i>Level 3 (Applying) or 4 (Innovating)- Student Evidence of Desired Effects</i></p> <p><i>My students commonly:</i></p> <ul style="list-style-type: none"> • <i>Using the feedback from obtrusive assessments to make judgments about what they know and don't know</i> • <i>Talking to me about the meaning of their test scores on obtrusive assessments and how they relate to specific proficiency scales</i> <p><i>My students:</i></p> <ul style="list-style-type: none"> • <i>Can explain what the score they received on an obtrusive assessment means relative to a specific progression of knowledge</i> • <i>Can explain what their scores on obtrusive assessments mean in terms of their status on specific proficiency scales</i>

Element IIa (New): Decision Making Protocol

<i>Using Obtrusive Assessments to Evaluate Individual Students in a CBE Classroom</i>		
	<i>If YES- Score Yourself 4.0</i>	<i>If NO- Score Yourself 3.0</i>
<i>Innovating (Score 4.0) STEP C</i>	<i>I identify students who are not experiencing the desired effects regarding using obtrusive assessments to evaluate individual students and make adaptations to meet their specific needs</i>	
	<i>If YES- Go to Step C</i>	<i>If NO- Score Yourself 2.0</i>
<i>Applying (Score 3.0) STEP B</i>	<i>The majority of my students exhibit the necessary behaviors and understanding about using obtrusive assessments to evaluate individual students</i>	
	<i>If YES- Go to Step B</i>	
<i>Developing (Score 2.0) STEP A</i>	<i>I systematically engage in critical strategies for using obtrusive assessments to evaluate individual students and am well versed in how and why they work</i>	
	<i>If NO- Go to Step D</i>	
<i>Beginning (Score 1.0) STEP D</i>	<i>I use some of the instructional strategies for using obtrusive assessments to evaluate individual students but am not sure I'm using them correctly</i>	
	<i>If YES- Score Yourself 1.0</i>	<i>If NO- Score Yourself 0.0</i>
<i>Not Using (Score 0.0)</i>	<i>I do not use any of the instructional strategies for using obtrusive assessments to evaluate individual students</i>	

Element IIa (New): Self-Reflection Scale

	<i>4 Innovating</i>	<i>3 Applying</i>	<i>2 Developing</i>	<i>1 Beginning</i>	<i>0 Not Using</i>
<i>Using Obtrusive Assessments</i>	<i>I engage in all behaviors at the Applying level. In addition, I identify those students who do not exhibit the desired effects and develop strategies and activities to meet their specific needs.</i>	<i>I design, administer, and score obtrusive assessments that relate to specific proficiency scales AND the majority of students are exhibit the desired effect.</i>	<i>I design, administer, and score obtrusive assessments that relate to specific proficiency scales without significant errors or omissions.</i>	<i>I design, administers, and scores obtrusive assessments that relate to specific proficiency scales but does so with errors or omissions such as not having clear relationships between specific items and specific levels of a proficiency scale.</i>	<i>I do not design, administer, and score obtrusive assessments that relate to specific proficiency scales.</i>