**Scoring the Evidence**

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| --- | --- | --- | --- |
| No Evidence | Approaches | Meets | Exceeds |
| There is no evidence that the component is being addressed. Score of 0.  | There is limited evidence that the component is addressed. Example needs improvement. Score of 1.  | There is acceptable evidence that the component is being addressed. Score of 2.  | More than acceptable evidence that the component is being addressed. Example is exemplarily. Score of 3.  |

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| **Rule Language*** ARTICLE R7-2-604.C.3
* .4
* .10
* .01.A
* .02.C.5
* .01.C.7
* ARTICLE R7-2-604.04.A
 | **Key*** C/M/S = Course, Module or Seminar
* DofA/FE = Description of Assignment/Field Experience
* A/E = Artifacts/Evidence
 |

|  |  |
| --- | --- |
| Educator Preparation Program | Click here to enter text. |
| Program Name | Click here to enter text. |

| Continuously: Using data as part of daily routines and on an ongoing basis, rather than as a one-time event. |
| --- |
| InTASC Standard Indicator | Key | Introduced/ Reinforced | Assessed |
| 5(c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(a) The teacher balances the uses of formative and summative assessment as appropriate to support, verify, and document learning. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| **ADE USE ONLY** | **Overall Score** |
| **Scoring Evidence:** |  |

| Effectively: Using data to inform improved and tailored instruction and other practices for the purposes of improving student learning |
| --- |
| InTASC Standard Indicator | Key | Introduced Reinforced | Assessed |
| 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(k) The teacher understands the range of type and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for student learning. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |

| Ethically: Know and apply information with professionalism and integrity for intended uses only, and with consciousness of the need to protect student privacy |
| --- |
| InTASC Standard Indicator | Key | Introduced Reinforced | Assessed |
| 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |

| Access: Know the multiple types of data available (including but not limited to assessment data), understand which data are appropriate to address the question at hand, and know how to access the possible sources of data. |
| --- |
| InTASC Standard Indicator | Key | Introduced Reinforced | Assessed |
| 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(k) The teacher understands the range of type and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g.; systemic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |

| Interpret: Analyze and synthesize data to make the information appropriate for addressing the given problem or question. |
| --- |
| InTASC Standard Indicator | Key | Introduced Reinforced | Assessed |
| 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(o) The teacher knows when and how to evaluate and report learner progress against standards. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 7(l) The teacher knows when and how to adjust plan based on assessment information and learner responses. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 9(g) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for student learning. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |

| Act: Take relevant information and apply it to generate further questions and/or apply it to decision making appropriate to the given question. |
| --- |
| InTASC Standard Indicator | Key | Introduced Reinforced | Assessed |
| 6(a) The teacher balances the uses of formative and summative assessment as appropriate to support, verify, and document learning. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 7(l) The teacher knows when and how to adjust plan based on assessment information and learner responses. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 9(g) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |

| Communicate: Share data points and the information synthesized from relevant data with stakeholders including parents, students, peers, principals, and other applicable, to generate further question, inform decision making, or provide a better understanding of student learning.  |
| --- |
| InTASC Standard Indicator | Key | Introduced Reinforced | Assessed |
| 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |
| 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress. | C/M/S | Click here to enter text. | Click here to enter text. |
| DofA/FE | Click here to enter text. | Click here to enter text. |
| A/E | Click here to enter text. | Click here to enter text. |