

Kennesaw State University — Bagwell College of Education  
EPP Assessment Evaluation Framework

Faculty Name: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Program: \_\_\_\_\_ Department: \_\_\_\_\_

Name of Assessment: \_\_\_\_\_

Course Number(s)/Name: \_\_\_\_\_

Key Assessment? ☐ YES ☐ NO

### PART 1: DESCRIPTION OF ASSESSMENT

**1a. Explain the purpose of the assessment. Be sure to address ALL of the following prompts.**

1. What is the purpose of this assessment?
2. What is it designed to measure?
3. What aspects of candidate performance *as related to applicable standards* (i.e., PSC, InTASC, EPP Technology Standards, etc.) are being measured? Be sure to include ALL performances related to applicable standards.
4. What experiences or learning have candidates had prior to this key assessment (and/or course) that prepares them to successfully complete this assessment? What scaffolds have been designed to ensure candidate success on this assessment?
5. Who are the assessors of this key assessment? (e.g., course instructor, clinical faculty, collaborating teachers, candidates, etc.)
6. How is the assessment used to monitor candidate progression through the program?

Part 1a. Checklist	Below Sufficient	Sufficient	Above Sufficient
<b>1a. Description of Assessment: Purpose of the Assessment</b>	<input type="checkbox"/> Use or purpose of the assessment is ambiguous or vague; does not specify the aspects of candidate performance being measured as related to applicable standards. <input type="checkbox"/> Purpose does not include applicable standards or only one set of standards is included when other sets would have been applicable but were not provided. <input type="checkbox"/> The purpose of the assessment and its use for monitoring candidate progression is not provided or lacks details.	<input type="checkbox"/> The description of purpose explains to candidates the importance of this assessment and what it is intended to measure. <input type="checkbox"/> The description of purpose identifies the key knowledge, skills, and/or dispositions required based on the identified standards. <input type="checkbox"/> The description of purpose identifies ALL applicable standards (i.e., PSC, InTASC, EPP Technology Standards, etc.) on which candidate performance will be measured. <input type="checkbox"/> The description of purpose explains how the learning experiences throughout the program	<b>Sufficient +</b> <input type="checkbox"/> The purpose of the assessment and its use in candidate monitoring or decisions are consequential.

		<p>and course have prepared candidates to successfully complete this assessment.</p> <p><input type="checkbox"/> The description of purpose identifies who assesses this key assessment.</p> <p><input type="checkbox"/> The purpose of the assessment and its use in candidate monitoring or decisions on program progression are specified and appropriate.</p>	
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**Part 1a. PURPOSE OF THE ASSESSMENT OAA Comments:**

**1b. Describe the administration of the assessment. Be sure to address ALL of the following prompts.**

1. At what point in the program (i.e., beginning, middle, end, etc.) is the assessment administered? Include the course number(s) and name(s).
2. How often are candidates assessed and by whom?
3. If candidates are assessed at multiple points in the program, include details of when each assessment occurs and who assesses the candidate at each point (e.g., course instructor, self-assessment, collaborating teacher, etc.).

Part 1b. Checklist	Below Sufficient	Sufficient	Above Sufficient
<b>1b. Description of Assessment:</b> <b>Administration of the Assessment</b>	<input type="checkbox"/> Point or points of administration are not specified or lack detail. <input type="checkbox"/> Course names or numbers are not included. <input type="checkbox"/> Does not include details of who administers the assessment at the specified point or point(s).	<input type="checkbox"/> Point or points when the assessment is administered during the program are specified. <input type="checkbox"/> Course name(s) and number(s) are provided. <input type="checkbox"/> Includes details of who assesses the candidate at the specified point or point(s).	<b>Sufficient +</b> Not applicable.

**Part 1b. ADMINISTRATION OF THE ASSESSMENT OAA Comments:**

**1c. Describe the criterion for success. Be sure to address ALL of the following prompts.**

1. What is the minimum expected level of candidate performance required to pass the assessment (i.e., L3 for every indicator or % of all indicators at L3)?
2. How is the assessment used to make decisions about candidates' progression through the program?
3. What is the remediation process when a candidate does not perform at the minimum expected level?

Part 1c. Checklist	Below Sufficient	Sufficient	Above Sufficient
<b>1c. Description of Assessment: Criterion for Candidate Success</b>	<input type="checkbox"/> Criterion for success (minimum expected level of performance required for passing) is not provided or is not clear. <input type="checkbox"/> Process for remediation is not included.	<input type="checkbox"/> The minimum expected level of candidate performance required for passing the assessment (criterion for success, or what is "good enough") is explicit. <input type="checkbox"/> Description of how the assessment is used in the program, specifically relating to candidate	<b>Sufficient +</b> <input type="checkbox"/> Candidate progression is monitored; information is used for mentoring.

		progression, is explicit. <input type="checkbox"/> A detailed remediation process for unsuccessful candidate performance is included.	
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**Part 1c. CRITERION FOR SUCCESS OAA Comments:**

**1d. What instructions are provided to candidates? Be sure to address ALL of the following prompts.**

1. What aspects of performance are being measured?
2. What standard sets are used to inform the aspects of performance being measured? (Include all applicable standards, i.e., PSC, InTASC, EPP Technology Standards, etc.)
3. Be sure that EACH assessment task within the instructions references all applicable standards.
4. What is the minimum expected level of candidate performance required to pass the assessment (i.e., L3 for every indicator or % of all indicators at L3)?
5. What is the remediation process if a candidate does not perform at the minimum expected level?

Part 1d. Checklist	Below Sufficient	Sufficient	Above Sufficient
<b>1d. Description of Assessment: Instructions to Candidates</b>	<input type="checkbox"/> Instructions do not include details about what candidates are expected to do; aspects of performance being measured are not specified. <input type="checkbox"/> Standard set(s) for informing candidate performance are not provided, incomplete, or inaccurate. <input type="checkbox"/> Assessment tasks outlined in the instructions to candidates do not specify the standards related to the tasks; or specified standards are incomplete, loosely, or inappropriately aligned. <input type="checkbox"/> Instructions fail to inform candidates of the minimum expected level of performance for passing the assessment. <input type="checkbox"/> Instructions do not include a process of remediation for unsuccessful candidate performance, or the remediation process lacks specific details.	<input type="checkbox"/> Candidate instructions provide specific and coherent details about what candidates are expected to do; aspects of performance being measured are specified. <input type="checkbox"/> All applicable standard set(s) used to inform aspects of candidate performance are included, specific, and accurate. <input type="checkbox"/> Assessment tasks within the instructions specify the standards related to each task, and are appropriately aligned with PSC, InTASC, and EPP Technology Standards, etc. as applicable. <input type="checkbox"/> The minimum expected level of candidate performance required for passing the assessment (criterion for success, or what is "good enough") is explicit. <input type="checkbox"/> A detailed remediation process for unsuccessful candidate performance is included.	<b>Sufficient +</b> <input type="checkbox"/> Instructions include how often candidates are assessed and by whom. <input type="checkbox"/> Candidates are informed of how the instrument results are used in reaching conclusions about their status/progression through the program.

**Part 1d. INSTRUCTIONS TO CANDIDATES OAA Comments:**

Please review the graphic below and note the information in the red text.

Indicator	Performance Levels			
	L1 Beginning	L2 Developing	L3 Proficient	L4 Exemplary
<b>Readiness for Learning</b> INTASC 1.f <i>The candidate identifies readiness for learning and understands how development in any one area may affect performance in others.</i>	The candidate accurately identifies which tasks are below, within, and above the student's zone of proximal development.	AND Articulates how development in any one area may affect performance on the task.	AND Determines which developmental areas matter given the context and which ones do not.	AND Suggests an appropriate task for the student.

*Note: Red arrows in the original image point from 'Performance Levels' to the level headers, from 'Indicator' to the first column, and from 'Performance Level Descriptors' to the level-specific descriptions.*

**Note:** The word “*indicators*” is used as **a generic term for assessment items**. For **projects or assignments**, **indicators** would refer to **a prompt or task** that a candidate is to perform. For an **observation**, an **indicator** might be a **category of performance** to observe or a **specific aspect of candidate performance**. For content **tests**, **indicators** would refer to the **test questions**.

## PART 2: CONTENT OF THE ASSESSMENT (continued)

### 2a. Rubric Indicators:

1. Describe EACH proficiency to be evaluated (typically ONLY ONE proficiency per indicator). You might establish a brief title with a short description of that indicator under the title.
2. Directly correlate indicators to the assessment tasks described in the instructions to candidates.

Part 2a. Checklist	Below Sufficient	Sufficient	Above Sufficient
<b>2a. Content of Assessment: Rubric Indicators</b>	<input type="checkbox"/> Indicators are vague or lack details of the proficiencies to be assessed. <input type="checkbox"/> Majority of indicators address more than one program standard/proficiency. <input type="checkbox"/> There are instances where indicators address proficiencies not related to any standards or assessment tasks. <input type="checkbox"/> Indicators do not correlate to assessments tasks in candidate instructions. <input type="checkbox"/> Indicators lack alignment to standards associated with the assessments tasks cited in instructions to candidates. <input type="checkbox"/> Indicators assess levels of difficulty or levels of effort either above or below expectations of standards cited.	<input type="checkbox"/> Indicators explicitly describe the proficiencies to be assessed. <input type="checkbox"/> Majority of indicators address ONLY one program standard/proficiency. <input type="checkbox"/> Indicators directly correlate to the assessment tasks identified in the candidate instructions. <input type="checkbox"/> Indicators are appropriately aligned to the standards associated with the assessments tasks cited in instructions to candidates. <input type="checkbox"/> Indicators assess the appropriate levels of difficulty or levels of effort described in the cited standards.	<b>Sufficient +</b> <input type="checkbox"/> The majority of indicators require observers to judge consequential attributes of candidate proficiencies in the standards.

## Part 2a. RUBRIC INDICATORS OAA Comments:

### 2b. Performance Levels:

1. Represent a developmental **and numerical** sequence from level to level (i.e., L1, L2, L3, L4).
2. Are qualitatively defined (e.g., Does Not Meet, Meets, Exceeds; Ineffective, Needs Development, Proficient, Exemplary, etc.).

Part 2b. Checklist	Below Sufficient	Sufficient	Above Sufficient
<b>2b. Content of Assessment: Performance Levels</b>	<input type="checkbox"/> Performance levels are not developmentally and numerically sequenced. <input type="checkbox"/> Performance levels are not qualitatively defined.	<input type="checkbox"/> Performance levels are developmentally sequenced in ascending order (i.e., L1, L2, L3, L4). <input type="checkbox"/> Performance levels are qualitatively defined. <input type="checkbox"/> Performance levels are consistent with an L3 representing the minimum expected level of performance, allowing for data that can be consistently compared across multiple assessments.	<b>Sufficient +</b> Not applicable.

## Part 2b. PERFORMANCE LEVELS OAA Comments:

### 2c. Performance Level Descriptors:

1. Explicitly assess the standards referenced in the assessment tasks in the instructions to candidates.
2. Represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and candidates with explicit feedback on their performance).
3. Assess the appropriate level of difficulty or level of effort described in the standards. Consider Bloom's Taxonomy to determine the level of difficulty expected.
4. Are defined in actionable, performance-based, or observable behavior terms.
5. Incorporate language of the standards being assessed.
6. Use language which provides actionable feedback.

Part 2c. Checklist	Below Sufficient	Sufficient	Above Sufficient
<b>2c. Content of Assessment: Performance Level Criteria</b>	<input type="checkbox"/> Rating scale is used in lieu of rubric; e.g., "level 1=significantly below expectation"... "level 4= significantly above expectation." <input type="checkbox"/> Performance level descriptors are vague or lack details of the proficiencies to be assessed. <input type="checkbox"/> Performance level descriptors do not incorporate the language of the standards being assessed. <input type="checkbox"/> Performance level descriptors are not	<input type="checkbox"/> Performance level descriptors explicitly describe the proficiencies being assessed. <input type="checkbox"/> Performance level descriptors incorporate the language of the standards being assessed. <input type="checkbox"/> Performance level descriptors are appropriately sequenced to reflect the degree of difficulty or level of effort relative to the standards being assessed. <input type="checkbox"/> Performance level descriptors are defined in actionable, performance-based, or observable	<b>Sufficient +</b> <input type="checkbox"/> Higher level actions from Bloom's or other taxonomies are used in performance level criteria such as "analyzes" or "evaluates."

	appropriately sequenced to reflect the degree of difficulty or level of effort relative to the standards being assessed. <input type="checkbox"/> Performance level descriptors do not represent qualitative differences and provide limited or no feedback to candidates specific to their performance.	behavior terms. <b>NOTE:</b> If a less actionable term is used such as "engaged," criteria are provided to define the use of the term in the context of the indicator. <input type="checkbox"/> Performance level descriptors reflect qualitative differences and provide actionable feedback to candidates specific to their performance.	
<b>Part 2c. PERFORMANCE LEVEL CRITERIA OAA Comments:</b>			

**Program Coordinator Reviewed (Name):** \_\_\_\_\_ **Date Reviewed:** \_\_\_\_\_

**OAA Member(s) Reviewed:** \_\_\_\_\_ **Date Reviewed:** \_\_\_\_\_

**Assessment Approved for Entry into Chalk and Wire:** ☐ YES ☐ NO ☐ SENT BACK FOR REVISION **Date:** \_\_\_\_\_

**Date Assessment Entered in Chalk and Wire:** \_\_\_\_\_

**Additional Comments**