

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Assessing Student Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
Congruence with Instructional Outcomes	Content and methods of assessment lack congruence with instructional outcomes or IFSP/IEP goals.	Some of the instructional outcomes and IFSP/IEP outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes and IFSP/IEP goals are assessed through a variety of assessments but the approaches are more suitable to some goals than to others; assessment methodologies may have been adapted for groups of learners.	Proposed approach to assessment is fully aligned with the instructional outcomes and IEP/IFSP goals in both content and process. Assessment methodologies have been adapted for individual learners, as needed.
Criteria and Standards	Proposed assessment approach does not contain criteria or standards; does not consider the progress on IFSP/IEP goals.	Assessment criteria and standards have been developed, but they are not clear. The educator minimally takes into account progress on IFSP/IEP goals.	Assessment criteria and standards are clear, reflects progress as stated in the IFSP/IEP goals, and have been communicated to students or families.	Assessment criteria and standards are clear; reflects progress as stated in the IFSP/IEP goals, and have been clearly communicated to students and/or families. Students may contribute to assessment through self-monitoring or self-assessment ,if appropriate.
Design of Formative Assessments	Educator has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Educator has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes learner, as well as educator use of the assessment information.

<p align="center">Using Present Levels of Educational Performance (PLEP)</p>	<p>No PLEPs are available or present levels are determined by unsubstantiated methods of measurement.</p>	<p>Annual PLEPs are assessed using standardized assessments only. There is no discussion regarding progress on current goals and objectives.</p>	<p>Annual PLEPs are documented based on progress on current measurable goals and objectives. Standardized assessments may be provided. There is some discussion on how these levels impact the student's performance in the regular classroom (where appropriate).</p>	<p>Annual PLEPs are documented in Annual PLEPs are documented in relation to measurable goals and objectives. A combination of the appropriate Standardized and informal assessments are provided. Discussion is provided on how these levels impact the student's performance in the regular classroom (where appropriate).</p>
<p align="center">Progress on Goals and Objectives</p>	<p>Progress is not documented or reported to case manager and/or parent.</p>	<p>Progress is documented but not reported to case manager and/or parent.</p>	<p>Goals and objectives are measurable. Progress is documented; data is collected and reported to case manager and/or parent.</p>	<p>Goals and objectives are measurable and progress towards goals is reflected in lesson plans. Data is collected and effectively reported to case manager and/or parent.</p>

Indicators / Evidence / Artifacts:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students, as needed
- Expectations clearly written, with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision-making by the teacher during instruction
- IFSP/IEP documents