

EIU EPP Assessment: Impact on P-12 Learners

| Rubric Elements | Not observed | Does Not Meet Standards 1-2 | Meets Standards 3 | Exceeds Standards 4-5 |
|---|--------------|--------------------------------|----------------------|--------------------------|
| <p>1. Candidate considers the prior knowledge and current performance of individuals and group(s) to design instruction.</p> <p>InTASC 1a, 2a, 4f, 6g, 7d, 7f, 8a IPTS.1.D 1.L 2.E DF: 1a, 1b, 3c, 3d, 3e</p> | | | 69 (65%) | 37 (35%) |
| <p>2. Candidate uses learners' development and individual differences to design culturally responsive instruction</p> <p>InTASC 1b, 2a, 2b, 7b, 7d, 8a, 8h, IPT .1.C, 1.D, 1.J, 3.C, 3.J, 3.Q, 4.L DF: 1a, 1b, 3c, 3d, 3e</p> | | 5 (5%) | 64 (60%) | 37 (35%) |
| <p>3. Candidate develops short-range and long-range goals to set expectations for learning.</p> <p>InTASC 4h, 7a, 7b, 7c, 7f IPTS 3.B, 3.I DF: 1c, 2b, 2d, 3a</p> | | | 90 (85%) | 16 (15%) |
| <p>4. Candidate reflects key concept and skill outcomes when designing and implementing learning objectives.</p> <p>InTASC 1b, 2e, 2c, 4i, 6a, 6b, 6g, 7d, 7e, 7f IPTS 7.A, 7.B, 7.E, 7.I, 7.K, 7.RDF: 1c, 2b, 2d, 3a</p> | | | 53 (50%) | 53 (50%) |

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|--|--------------|--------------------------------|----------------------|--------------------------|
| <p>5. Candidate uses evidenced based differentiated instructional strategies, activities, and materials to address diverse learning needs.</p> <p>InTASC 1b, 2a, 2b, 2f, 4a, 4b, 7b, 7c, 7e, IPTS 2.F, 2.I, 3.Q, 5.B, 5.C, 5.E, 5.S DF: 1d, 1e, 1f, 2c, 3b, 3c, 3d, 3e</p> | | 5 (5%) | 64 (60%) | 37 (35%) |
| <p>6. Candidate uses a variety of strategies and materials/resources, to accommodate academic, behavioral, and experiential needs.</p> <p>InTASC 1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3d, 3e, 7b, 7e, 8a IPTS 4.H, 4.O, 4.Q, 5.E, 5.MDF: 1b, 1c, 1d, 1e, 2d</p> | | 5 (5%) | 53 (50%) | 48 (45%) |
| <p>7. Candidate adapts strategies and materials to improve learner outcomes</p> <p>InTASC 1a, 2a, 2b, 2e, 2f, 4f, 4g IPTS 3.M, 5.G, 5.J DF: 1b, 1e, 2a, 2b, 3c, 3d, 3e</p> | | | 69 (65%) | 37 (35%) |
| <p>8. Candidate aligns the content knowledge/skills and methods of assessment with the learning standards.</p> <p>InTASC 4a, 4d, 4f, 7a, 7c IPTS 2.J, 2.P, 7.B, 7.E DF: 1a, 1b, 1f, 3d, 3e</p> | | 16 (17%) | 69 (65%) | 21 (20%) |

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|---|--------------|--------------------------------|----------------------|--------------------------|
| <p>9. Candidate maintains useful and accurate records of learners' academic and behavioral performance on short- and long-range instructional goals.</p> <p>InTASC 1a, 6a 6b, 7f IPTS 7.M, DF:4b</p> | | 5 (5%) | 74 (70%) | 27(25%) |
| <p>10. Candidate collects formative, and summative data using a variety of informal and formal assessments.</p> <p>InTASC 1a, 6a, 6b, 6e, 6g IPTS 1.H, 7.E, 7.K DF: 1f, 3d</p> | | 5 (5%) | 90 (85%) | 11 (10%) |
| <p>11. Candidate collects pre-test and post-test data using objective informal/formal data collection procedures.</p> <p>InTASC 1a, 6a, 6b, 6e, 6g IPTS 7.D, 7.E, 7.F, 7.G, 7.I, 7.J, 7.K, 7MDF: 1f, 4b</p> | | | 42 (40%) | 64 (60%) |
| <p>12. Candidate demonstrates a positive impact on the academic performance and behavior of learners.</p> <p>InTASC 9c, IPTS 5.G, 6.J, 7.B, 7.E, 7.G, 7.I, 7.K DF: 1f, 3d, 4b</p> | | 5 (5%) | 53 (50%) | 48 (45%) |

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| <p>13. Candidate use classroom observation data from multiple sources to make decisions.</p> <p>InTASC 1a, 2b, 7f, 9d, 9c</p> <p>IPTS 1.A, 1.B, 1.C, 1.D, 1.E, 1.H, 1.L, 2.A,</p> <p>2.B, 2.C, 2.E, 3.C, 8.K, 8.L, 9.A, 9.K, 9.O,</p> <p>9.P</p> <p>DF: 1a, 1b, 1d, 1e, 4a, 4b, 4e, 4f</p> | | <p>11 (10%)</p> | <p>90 (85%)</p> | <p>5 (5%)</p> |
| <p>14. Candidate articulates how choices in instructional planning and implementation impact learning.</p> <p>InTASC 9d, 9c</p> <p>IPTS 3.D, 3.G, 4.A, 4.B, 4.C, 4.D, 7.G, 7.J, 9.K</p> <p>DF: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 3e, 4a, 4f</p> | | <p>16 (17%)</p> | <p>37 (35%)</p> | <p>53 (50%)</p> |
| <p>15. Candidate uses information about students' families, cultures, and communities to connect instruction to learners' experiences.</p> <p>InTASC 1c, 3f, 5g, 9e, 10d</p> <p>IPTS 1.A, 1.C, 1.I, 1.L, 2.N, 3.C, 3.K, 4.B, 5.M</p> <p>DF: 1b, 3d, 4c</p> | | | <p>80(75%)</p> | <p>27(25%)</p> |

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|---|--------------|--------------------------------|----------------------|--------------------------|
| <p>16. Candidate uses a variety of means/strategies to effectively communicate with learners with diverse learning needs, cultural background, and life experiences.</p> <p>InTASC 1c, 2e, 2f, 3f, 5g, 9e, 10d IPTS 1.D, 1.E, 1.H, 3.C, 3.K, 6.E DF: 2a, 3a, 3c</p> | | 11 (10%) | 80(75%) | 15 (15%) |
| <p>17. Candidate designs, implements, and assesses learning activities that integrate computers/technology.</p> <p>InTASC 2f, 3g, 6i IPTS 1.G, 2.O, 3.E, 4.M, 5.C , 5.N, 5.ODF: 1d, 3d</p> | | 10 (10%) | 85 (80%) | 11 (10%) |
| <p>18. Candidate uses technology to analyze, organize, and display data.</p> <p>InTASC 6i, 9f IPTS 5.O, 7.A, 7.O, 8.M , 9.MDF: 4b</p> | | | 15 (15%) | 90 (85%) |