

Exhibit 1.4.c.4c - EPY 505 Tests and Measurement Rubric and Scoring Guide

Format of measurement and evaluation assignment:

Construct measurement in one area of learning. Include with the measure an analysis of validity evidence, reliability measures, scaling, interpretation and how the measure is used to support learning decisions.

Assignment Scoring Guide:

EPY505	Unacceptable 1	Acceptable 2	Target 3
Observation: INTASC 4 (Creates learning experiences from central concepts, tools of inquiry, and structures of teaching discipline(s) that are meaningful to learners)	Candidate fails to control structures of teaching by ignoring select observations (e.g. multiple-choice, essay, short answer, etc.) for measures that are consistent with underlying ideas	Candidate acceptably controls structures of teaching by selecting observations (e.g. multiple-choice, essay, short answer, etc.) for measures that are consistent with underlying ideas	Candidate completely controls structures of teaching by selecting observations (e.g. multiple-choice, essay, short answer, etc.) for measures that are consistent with underlying ideas
Validity: INTASC 7 (plans instruction for every student based on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, learners and the community context)	Candidate's lack of content area knowledge fails to identify evidence that indicates the level of accuracy underlying the interpretation of the measurement	Candidate's acceptable content area knowledge identifies partial evidence that indicates the level of accuracy underlying the interpretation of the measurement	Candidate's complete content area knowledge identifies evidence that indicates the level of accuracy underlying the interpretation of the measurement
Reliability: INTASC-6 (multiple methods of assessment to engage learners, monitor progress, and guide the teacher's and learner's decisions)	Candidate lacks skills in assessment methodology to measure the extent to which an instrument consistently measures a given idea	Candidate has acceptable skills in assessment methodology to measure the extent to which an instrument consistently measures a given idea	Candidate has comprehensive skills in assessment methodology to measure the extent to which an instrument consistently measures a given idea
Scaling: INTASC-6	Candidate lacks skills in assessment	Candidate demonstrates acceptable skills in	Candidate demonstrates

(multiple methods of assessment to engage learners, monitor progress, and guide the teacher's and learner's decisions)	methodology by failing to use the appropriate measured continuum to represent an assessed idea	assessment methodology by using the appropriate measured continuum to represent an assessed idea	comprehensive skills in assessment methodology by using the appropriate measured continuum to represent an assessed idea
Interpretation: INTASC-6 (multiple methods of assessment to engage learners, monitor progress, and guide the teacher's and learner's decisions)	Candidate lacks skills in assessment methodology to construct a precise interpretation of the idea being measured from the scaled responses	Candidate demonstrates acceptable skills in assessment methodology to construct a precise interpretation of the idea being measured from the scaled responses	Candidate demonstrates comprehensive skills in assessment methodology to construct a precise interpretation of the idea being measured from the scaled responses
Student learning: INTASC 8 (control of a variety of instructional strategies to develop deep understanding of content areas and their connections, and build skills to apply knowledge)	Candidate lacks control of instructional strategies by making instructional decisions that are inconsistent with the measurement interpretations	Candidate demonstrates acceptable control of instructional strategies by making instructional decisions that are consistent with the measurement interpretations	Candidate demonstrates comprehensive control of instructional strategies by making instructional decisions that are consistent with the measurement interpretations

Scoring Key:

Unacceptable	11 and below or any 1's
Acceptable	12-15
Target	16-18