



## EDU223AF Signature Assignment: Data Driven Reflection

Reflect on the case scenario and data below to determine whether or not this accommodation has proven successful for Sam. Then, based on the data, provide a recommendation to the classroom teacher and create a new IEP goal. InTASC 1(e), 6(c), 6(k), 6(l), 7(l), 9(h); CEC 4.0, 4.2

### 1) Read the following Case Scenario

*Sam has ADHD. Although he is a motivated student, he struggles to recall information that he reads or hears in class. To address this barrier, Mr. Washington supplies graphic organizers for Sam to use during class and for independent reading. The expectation is that Sam will be able to recall more information on quizzes and tests and that his scores will improve. Review Sam's data before and after Mr. Washington implemented the accommodation.*

### 2) Calculate Sam's Accuracy

Sam's Baseline Data

Date	Number of Items Correct	Total Number of Items	Accuracy
10/12	9	20	<input type="text"/>
10/19	6	20	<input type="text"/>
10/22	7	12	<input type="text"/>
10/27	3	10	<input type="text"/>

10/29	10	25	<input type="text"/>
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Sam's Implementation Data

Date	Number of Items Correct	Total Number of Items	Accuracy
11/12	13	20	<input type="text"/>
11/16	6	10	<input type="text"/>
11/19	15	20	<input type="text"/>
11/22	8	10	<input type="text"/>
11/26	15	20	<input type="text"/>

- 3) Identify the type of assessment used to collect the data. (norm-referenced, criterion-referenced, or curriculum based and formative or summative)**
- 4) Would you recommend that Sam's teacher continue providing the accommodation? Justify your answer? (Your justification should include a quantitative as well as a qualitative explanation and should be at least 250-300 words in length.)**
- 5) Based on the implementation data write a new IEP Goal for Sam. Make sure to include a behavior, condition, and criteria for mastery.**

Indicator	Exceeds	Meets	Approaches	Falls Far Below
<p>A. The teacher candidate uses knowledge of measurement principles and practices to record and interpret assessment results that will guide educational decisions for individuals with exceptionalities. (InTASC 6(c); CEC 4.2)</p>	<p>The teacher candidate determines Sam's accuracy on test/quizzes in which he does not use a graphic organizer (baseline data) to study and when he does use a graphic organizer (implementation data) to study with 100% accuracy.</p> <p>18 points</p>	<p>The teacher candidate determines Sam's accuracy on test/quizzes in which he does not use a graphic organizer (baseline data) to study and when he does use a graphic organizer (implementation data) to study with at least 80% accuracy.</p> <p>14 points</p>	<p>The teacher candidate determines Sam's accuracy on test/quizzes in which he does not use a graphic organizer (baseline data) to study and when he does use a graphic organizer (implementation data) to study with at least 60% accuracy.</p> <p>11 points</p>	<p>The teacher candidate determines Sam's accuracy on test/quizzes in which he does not use a graphic organizer (baseline data) to study and when he does use graphic organizer (implementation data) to study, with less than 60% accuracy.</p> <p>0 points</p>
<p>B. The teacher candidate knows how to analyze assessment data to understand patterns and gaps in learning, in order to guide planning and instruction, and to provide meaningful feedback to all learners. (InTASC 6(l); CEC 4.2)</p>	<p>The teacher candidate plots the data points, with 100% accuracy, for the purpose of analyzing and understanding patterns and gaps in learning and to provide meaningful instructional recommendations to Sam's classroom teacher.</p> <p>18 points</p>	<p>The teacher candidate plots the data points, with at least 80% accuracy, for the purpose of analyzing and understanding patterns and gaps in learning and to provide meaningful instructional recommendations to Sam's classroom teacher.</p> <p>14 points</p>	<p>The teacher candidate plots the data points, with at least 60% accuracy, for the purpose of analyzing and understanding patterns and gaps in learning and to provide meaningful instructional recommendations to Sam's classroom teacher.</p> <p>11 points</p>	<p>The teacher candidate plots the data points, with less than 60% accuracy, for the purpose of analyzing and understanding patterns and gaps in learning and to provide meaningful instructional recommendations to Sam's classroom teacher.</p> <p>0 points</p>

<p><b>C. The teacher candidate identifies multiple methods of assessment types and data sources for the purpose of making educational decisions. (InTASC 6(k); CEC 4.0)</b></p>	<p>The teacher candidate accurately identified the type of assessment (Curriculum Based and/or Formative) stating the specific terminology, used to provide data on Sam's performance on test and quizzes when he did and didn't use a graphic organizer for study purposes.</p> <p>18 points</p>	<p>The teacher candidate identified the type of assessment (Curriculum Based and/or Formative) stating some terminology, used to provide data on Sam's performance on test and quizzes when he did and didn't use a graphic organizer for study purposes.</p> <p>14 points</p>	<p>The teacher candidate vaguely described the type of assessment (Curriculum Based or Formative) in their own words but did not reference the specific terminology used to provide data on Sam's performance on test and quizzes when he did and didn't use a graphic organizer for study purposes.</p> <p>11 points</p>	<p>The teacher candidate did not identify the type of assessment (Curriculum Based and/or Formative) used to provide data on Sam's performance on test and quizzes when he did and didn't use a graphic organizer for study purposes.</p> <p>0 points</p>
<p><b>D. The teacher candidate knows how to use learner data to analyze practice and make instructional recommendations accordingly. (InTASC 1(e), 9(h);CEC 4.0, 4.2)</b></p>	<p>The student explained in detail how his/her lesson plan thoroughly achieved each student's learning goals, choosing appropriate strategies and accommodations, resources, materials and instructional sequence to differentiate instruction for individuals and groups of learners.</p> <p>18 points</p>	<p>The student explained how his/her lesson plan thoroughly achieved each student's learning goals, choosing appropriate strategies and accommodations, resources, materials and instructional sequence to differentiate instruction for individuals and groups of learners.</p> <p>14 points</p>	<p>The student partially explained how his/her lesson plan thoroughly achieved each student's learning goals, choosing appropriate strategies and accommodations, resources, materials and instructional sequence to differentiate instruction for individuals and groups of learners.</p> <p>11 points</p>	<p>The student did not explain how his/her lesson plan thoroughly achieved each student's learning goals, choosing appropriate strategies and accommodations, resources, materials and instructional sequence to differentiate instruction for individuals and groups of learners.</p> <p>0 points</p>

<p>E. The teacher candidate knows when and how to adjust plans based on assessment information and learner responses. (InTASC 7(l); CEC 4.2)</p>	<p>The teacher candidate developed a new IEP Goal for Sam, that is accurately aligned to the implementation data points and included a clear behavior, condition, and criteria for mastery.</p> <p>18 points</p>	<p>The teacher candidate developed a new IEP Goal for Sam, that is mostly aligned to the implementation data points and included a behavior, condition, and criteria for mastery.</p> <p>14 points</p>	<p>The teacher candidate developed a new IEP Goal for Sam, that is vaguely aligned to the implementation data points and included only 1 out of the 3 requirements (behavior, condition, and criteria for mastery)</p> <p>11 points</p>	<p>The teacher candidate did not develop a new IEP Goal for Sam</p> <p>0 points</p>
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<p>Grammar/Mechanics</p>	<p>Nearly error-free. Reflects thorough proofreading for grammar and spelling.</p> <p>10 points</p>	<p>Occasional grammatical errors. Spelling has been proofread.</p> <p>8 points</p>	<p>Frequent errors in spelling, grammar, and punctuation.</p> <p>6 points</p>	<p>Unacceptable and incomplete grammar and spelling.</p> <p>0 points</p>
<p><b>Total: 100 points</b></p>				

Rubric Notes:

"Detailed" = Exceeds	<ul style="list-style-type: none"><li>• Responds to the assignment in an exemplary fashion.</li><li>• Maintains a strong sense of purpose and organization throughout.</li><li>• Provides relevant, specific, and convincing supporting details.</li></ul>
"Meets"	<ul style="list-style-type: none"><li>• Follows directions adequately.</li><li>• Is primarily presented in a purposeful and well-organized manner.</li><li>• Contains mostly relevant supporting details.</li></ul>
"Partially" = "Approaches"	<ul style="list-style-type: none"><li>• Follows directions at a minimum.</li><li>• Purpose and organization are existent but weak (vague).</li><li>• Elaboration and explication are minimal where necessary.</li></ul>
"Very limited, or does not attempt" ="Falls Far Below"	<ul style="list-style-type: none"><li>• Follows directions unevenly.</li><li>• Purpose is not clear and answer is disorganized.</li><li>• Makes very general statements or repeats ideas; lacks elaboration and explication where necessary.</li></ul>