The table below represents Impact on P-12 Assessment Data. The impact on P-12 assessment incorporates Task 3 of the edTPA: Analyzing Student Learning. An EPP developed rubric is used to evaluate the candidates’ submission without violating the formal scoring of the edTPA. Although the Illinois State Board of Education did not require candidates to successfully complete the edTPA, task 3 was still used to collect EPP data. Based on the 2020-21 data, candidates demonstrate the ability to identify a learning target, instructionally plan to address the target, implement instruction, collect data on the effectiveness of their instruction, and use the data to reflect on their instruction.

Rubric items 1, 9, 10, and 11 all relate to candidates’ ability to use assess students and use data to identify students’ instructional needs. Across the items approximately 99% of the candidates performed at a “meets” or “exceeds” standards level. Data from rubric item 2 provides an indication that candidates can design instruction appropriate to a learners’ development and abilities. Ninety nine percent of candidates were rated by their student teaching supervisors as “meeting/exceeding” standards. Similarly, data support candidates’ ability to implement instruction that results in positive outcomes (items 5, 6, 7, and 12). A range of 91%-99% of candidates can differentiate instruction using a variety of instructional strategies and materials that align with students’ needs and positively impact learning outcomes. Finally, all candidates were able to meaningfully reflect on their planning and implementation.

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| Rubric Element | Exceeds Standards  4-5 | Meets Standards  3 | Does Not Meet Standards  1-2 |
| Candidate assesses individual and group performance and prior knowledge to design  and modify instruction. InTASC 1a, 2a, 4f, 6g, 7d, 7f, 8a IPTS.1.D 1.L 2.E DF: 1a, 1b, 3c,  3d, 3e | 69% | 30% | 1% |
| Candidate designs instruction appropriate to learners’ stages of development, learning  styles, strengths, and needs. 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 | 77% | 22% | 1% |
| Candidate establishes expectations for student learning whereby short-range and long-range goals are identified and demonstrate an observable scope and sequence. InTASC 4h, 7a, 7b, 7c, 7f IPTS 3.B, 3.I DF: 1c, 2b, 2d, 3a | 72% | 27% | 1% |
| Candidate s objectives reflect important learning and include assessment criteria. Goals and objectives are suitable for whole group learners. Assessments are non-discriminatory. InTASC 1b, 2e, 2c, 4i, 6a, 6b, 6g, 7d, 7e, 7f IPTS 7.A, 7.B, 7.E, 7.I, 7.K, 7.R DF: 1c, 2b, 2d,  3a | 70% | 29% | 1% |
| Candidate uses evidenced based differentiated instructional strategies, activities, and materials that are appropriate for diverse learners and are informed by curricular scope and sequence. 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 | 70% | 29% | 1% |
| Candidate uses a variety of strategies and materials/resources, based on data review,  which were appropriate in accommodating learners’ academic needs, behavioral needs,  and experiences. InTASC 1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 3d, 3e, 7b, 7e, 8a IPTS 4.H, 4.O,  4.Q, 5.E, 5.M DF: 1b, 1c, 1d, 1e, 2d | 82% | 17% | 1% |
| Rubric Element | Exceeds Standards  4-5 | Meets Standards  3 | Does Not Meet Standards  1-2 |
| Candidate s modifications to strategies and materials are evident during instruction.  InTASC 1a, 2a, 2b, 2e, 2f, 4f, 4g IPTS 3.M, 5.G, 5.J DF: 1b, 1e, 2a, 2b, 3c, 3d, 3e | 81% | 20% | 1% |
| Candidate aligns the content knowledge/skills and methods of assessment with the  learning standards. InTASC 4a, 4d, 4f, 7a, 7c IPTS 2.J, 2.P, 7.B, 7.E DF: 1a, 1b, 1f, 3d, 3e | 74% | 25% | 1% |
| Candidate maintains useful and accurate records of learners academic and behavioral  performance on short and long-range instructional goals. InTASC 1a, 6a, 6b, 7f IPTS 7.M, DF: 4b | 61% | 38% | 2% |
| Candidate collects diagnostic, formative, and summative data using a variety of informal and formal assessments. Data are used to monitor student learning. InTASC 1a,  6a, 6b, 6e, 6g IPTS 1.H, 7.E, 7.K DF: 1f, 3d | 50% | 50% | 1% |
| Candidate collects pre-test and post-test data using objective informal/formal data  collection procedures. Data acquired from learners’ responses are in alignment with short and long-range instructional goals. InTASC 1a, 6a, 6b, 6e, 6g IPTS 7.D, 7.E, 7.F, 7.G, 7.I, 7.J, 7.K, 7M DF: 1f, 4b | 50% | 50% | 1% |
| Candidate demonstrates a positive impact on the academic performance and behavior  of learners. InTASC 9c, IPTS 5.G, 6.J, 7.B, 7.E, 7.G, 7.I, 7.K DF: 1f, 3d, 4b | 77% | 26% | 1% |
| Candidate uses classroom observation, information about students, pedagogical  knowledge, and research as sources of reflection and revision of practice. InTASC 1a, 2b, 7f, 9d, 9c IPTS 1.A, 1.B, 1.C, 1.D, 1.E, 1.H, 1.L, 2.A, 2.B, 2.C, 2.E, 3.C, 8.K, 8.L, 9.A , 9.K,  9.O, 9.P DF: 1a, 1b, 1d, 1e, 4a, 4b, 4e, 4f | 79% | 20% | 1% |
| Candidate articulates how choices in instructional planning and implementation impact student learning. Recommendations for changing candidate behaviors to increase impact on group learning are cited. InTASC 9d, 9c IPTS 3.D, 3.G, 4.A, 4.B, 4.C, 4.D, 7.G, 7.J, 9.K, DF: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 3e, 4a, 4f | 74% | 26% | 1% |
| Candidate uses information about students’ families, cultures, and communities to  connect instruction to students’ experiences. InTASC 1c, 3f, 5g, 9e, 10d IPTS 1.A, 1.C, 1.I,  1.L, 2.N, 3.C, 3.K, 4.B, 5.M DF: 1b, 3d, 4c | 74% | 25% | 1% |
| Candidate uses a variety of means/strategies to effectively communicate with learners  with diverse learning needs, cultural background, and life experiences. 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 | 71% | 22% | 1% |
| Candidate designs, implements, and assesses student learning activities that integrate  computers/technology. InTASC 2f, 3g, 6i IPTS 1.G, 2.O, 3.E, 4.M, 5.C , 5.N, 5.O DF: 1d, 3d | 74% | 25% | 1% |
| Candidate uses technology to analyze, organize, and display data. InTASC 6i, 9f IPTS  5.O, 7.A, 7.O, 8.M , 9.M DF: 4b | 63% | 36% | 1% |