Candidate performance assessment rubrics and assessment evidence guidelines

Assessment evidence guidelines
The CEC Preparation Standards were developed so that they could be assessed using six to eight assessments consistent with requirements for SPA Program Review Option 1 with National Recognition. As can be seen in the Standards/Assessment Crosswalks in Appendix I.1 and J.1, of the six to eight assessment categories, five are defined: (1) a licensure assessment, or other content-based assessment; (2) content-based assessment; (3) assessment of candidate ability to plan instruction; (4) assessment of student teaching; and (5) assessment of candidate effect on student learning. While a sixth assessment is a required, the specific focus of this assessment is determined by the program’s assessment system and the extent to which stronger evidence that a standard is met is needed. Preparation programs are strongly encouraged to submit a seventh and/or eighth assessment that they believe will further strengthen their demonstration that all standards are met. The examples provided below are neither expected nor required but are provided as possible examples.

Appendix K is a rubric to guide programs and reviewers on the quality of the assessments they are submitting in the program report, and therefore the quality of the data and evidence provided. This rubric is not intended to evaluate candidate performance on the CEC standards. The three sections of the rubrics in this appendix are provided to help judge the quality of assessments that are 1) created by the EPP; 2) course grades; or 3) a state licensure test.

Candidate performance rubrics
Appendix L is a candidate performance assessment rubric. This rubric is intended to help programs preparing a program report as well as reviewers reviewing the reports determine if the report has provided sufficient evidence to determine that a standard is met. While no components are essential for proving that a standard is met, the content of all assessments cited as evidence of a standard must demonstrate that candidates are being evaluated on the actions that show mastery of the standard as a whole.

Appendix H includes samples of performance indicators that a program can use to guide the development of their assessments and evaluation of candidates’ performance. The performance indicators are provided to programs to assist them in developing assessments that demonstrate that candidate mastery of the standards. It will be emphasized that these performance indicators are provided solely as examples, not as requirements; that the indicators provided in the sample are not an exhaustive list; and use of these samples would not automatically lead to a favorable recognition decision.

These materials support the CEC Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) 2020. The Standards are available at: https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators Access this and other products at: https://www.dec-sp.ed.org/ei-ecse-standards