Faculty Directions for Checkpoint Assessment

Taskstream portfolio assessments will be completed by faculty for teacher candidates at Checkpoint 1 (prior to Practicum), Checkpoint 2 (at the end of Practicum), and Checkpoint 3 (at the end of Student Teaching). It is important for us to take seriously our role as gatekeepers at these checkpoints, using our assessments to facilitate the progression of students who meet requirements on to the next step with a focus on their learning and development and with constructive criticism. If we have concerns about students or if concerns have been raised with flag forms, then we need to take these seriously too, indicating that students’ work does not meet requirements and/or asking them to revise or submit additional choice artifacts. All students need formative assessment to develop new skills and knowledge, to self-reflect, and to sharpen their thinking and dispositions. The checkpoints also provide students with the opportunity to self-reflect in relation to the college outcomes.

With these emphases in mind, the process followed for each of the checkpoint assessments is the same. You will:

1. **Review the candidate’s ratings on the required artifacts for that checkpoint**. These artifacts have been accumulated throughout the courses the candidate has taken and have been rated by the course instructors;
2. **Evaluate the two additional choice artifacts the candidate has submitted**. These artifacts are not part of the required artifacts for the checkpoint, but are ones the candidate has selected to demonstrate their abilities and/or to demonstrate their competencies in relation to a required artifact that did not meet requirements;
3. **Review the candidate’s Summative Checkpoint Self-Assessment**. This is where the candidate will identify strengths and areas needing improvement related to the 12 College outcomes;
	1. **Assess the candidate’s dispositions**. You will rely on any “flag” forms that have been submitted for the candidate to complete this portion of the assessment;
	2. **Provide formative feedback to the candidate**. You will share narrative feedback to the candidate in this section; and
	3. **Complete the Summative Checkpoint Assessment**. Here you will answer questions about the candidate’s performance and determine the final outcome for the assessment.

More detailed information on each of these assessment tasks follows.

1. **Review candidate ratings**. Access the candidate’s “Evaluation Grid” to see the results of all assessments completed during the phase you are assessing. To do this, follow these steps:
	* From the “Evaluator” tab, click on the DRF program associated with the candidate.
	* On the next screen, type the candidate’s last name in the search box at the top and click “Search.”
	* Click the “Show all available categories” button, then click “Continue” on the bottom right of the screen.
	* The next screen shows the completion and evaluation status of all artifacts in the DRF (Met/Not Met/Work Not Started/Evaluate). Be sure to scroll all the way to the right to see all artifacts. Take note of the status of all assessments during any assessments not completed or marked as “does not meet requirements.”
2. **Choice Artifacts.** The process for evaluating these artifacts is similar to the current ePortfolio process. Candidates upload two artifacts and explain how they demonstrate competence in College Outcomes they identify. They link these artifacts to the Outcomes and write a single Reflection Cover Sheet explaining how the artifacts relate to the Outcomes.
	* Under the “Choice Artifacts” column, click “Evaluate” to open the evaluation screen. From here, click “Evaluate work” and TaskStream will open a split screen with the work on the left and the rubric on the right. On the left, you can review the uploaded attachments, the Reflection Cover Sheet, and the attached Standards in the submission. Remember, the Reflection Sheet is at least as important as the artifacts themselves.
	* The evaluation rubric includes the knowledge, skills, and dispositions rows for all twelve college Outcomes. To save time, click on the “Mark all as ‘Not Applicable’” check box at the top right of the evaluation rubric to select this option for all rows. Then, complete only the applicable rows of the evaluation rubric based on the Standards attached by the candidate. When evaluating the Choice Artifacts, be sure the candidate uses the Reflection Cover Sheet to make defensible claims about teaching skills.
	* In preparation for the next step, take note of whether the candidate is using Choice Artifacts to remediate prior unmet requirements. Consider this result as you finalize the summative evaluation in the next section.
3. **Summative Checkpoint Assessment**. This step is where you will determine whether the candidate is ready to progress to the next phase. To decide this, return to the Assessment Grid and click on “Evaluate” under the “Summative Checkpoint Self-Assessment.” Click on “Evaluate Work” to review the candidate’s submission.
	* Consult hard copies of any completed “flag forms” that have been submitted (provided to you by the Dean’s office if there are any).
	* Review the candidate’s “Summative Checkpoint Self-Assessment” form. The candidate must identify strengths and areas for improvement in all 12 outcomes. If the candidate is completing Checkpoint 2 or 3, he/she should respond to the “critical questions” raised in the prior checkpoint by the assessor. The candidate must also provide a meaningful professional development plan to address any areas of weakness during the upcoming phase.
	* The candidate will indicate awareness of the college disposition list and the completion of the necessary prerequisites to begin the next phase.
	* In the “Evaluation” screen at the right, there are three tasks:
		+ Assess the candidate’s dispositions. To complete this section, rely on the “flag” forms submitted for that candidate. Make a note of whether there have been any concerns raised about the candidate’s dispositions from the flag form or the college dispositions from the 12 outcomes. If there are no flag forms, indicate that no concerns have been raised.
		+ Provide formative feedback on candidate self-assessment. Include detailed narrative feedback on candidate strengths and areas for improvement. Pose two to three “critical questions” for the candidate to consider during the next program phase, e.g. “How can you modify your lesson plans to take advantage of the cultural and linguistic backgrounds of your students? What additional informal and formal assessment strategies could you use to measure student learning?”
		+ Complete the summative checkpoint assessment. Respond to each of the yes/no questions in the form. If the answer to any question is “no,” then the candidate has not satisfied the requirements for that checkpoint. Mark “Does not meet” for the final mark.

**Finalize the evaluation**. If there are minor issues with the portfolio and you feel confident that you can work easily with the student to address the issues, click on “Send back for revision” at the bottom of the screen. If there are major concerns or you cannot work easily with the student to address the issues, click on the “Record as final” options. If you click “Does not meet,” then the candidate will be referred to a remediation board to determine whether he/she can proceed in the program or the conditions under which the candidate may proceed.