ATTACHMENT K
EDIT INSTRUMENT (CLEAN)

MATHEMATICA
Policy Research

Examining Data Informing Teaching (EDIT) Measure
Draft Instrument Package

January 2016

Teacher: |__|__|__|__|__| Date: |__|__| / |__|__| / |__|__|__|__|	Rater: |__|__|__|__|__|
Focal Child 1: |__|__|__|__|__| Focal Child 2: |__|__|__|__|__|	Document review: Start time: |__|__| : |__|__| AM/PM End time: |__|__| : |__|__| AM/PM

List of artifacts received (Place a "(B)" in front of artifacts if they were collected more than 2 months ago and are background to current performance and progress.)

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

1. HOLISTIC RUBRIC FOR "SELECTING THE ASSESSMENT TARGET"

Assessment targets are linked to meaningful outcomes (that is, a skill, knowledge, or behavior that a child needs to be successful, now or in the future). The targeted behavior is developmentally appropriate (for example, (1) looking at combinations of 5 with manipulatives rather than asking children to solve written equations, or (2) asking children to identify which spoken word is unlike the others in a series of 5 words rather than to compose their own rhyming poem). To meet Head Start and other early childhood education policy requirements, the targets include assessment of key domains related to school-readiness: language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development. The targets are generalizable in that the skill, knowledge, or behavior can be demonstrated across settings. The targeted skills or behaviors are those in which children of this age typically make progress within the program year (that is, change is expected in the current year). The targets (1) address areas that are taught in the classroom curriculum, and (2) are defined and measured based on observable behaviors. Targets can be assessed universally (that is, for all children), or evidence of individualization is clear with appropriate accommodations made as necessary for specific children to demonstrate progress.

Sources: Documents (end-of-year goals, assessment objectives or protocols, curriculum/instructional sequence), observations, teacher interview.

1	3	5	7	ENTER RATING
Targets not clearly linked to structured curriculum or meaningful outcomes. OR Targets not developmentally appropriate.	Defines at least one target that is linked to structured curriculum and meaningful outcomes. At least one target is defined for one of the five key school-readiness domains. At least one target is measured using observable behaviors. Targets may not be in an area in which children typically make progress within the program year (that is, cannot measure change over time).	Defines a few targets that are linked to structured curriculum meaningful outcomes. At least one target is defined for each of the five key domains for school-readiness per child. Targets are measured using observable behaviors. At least one target per child is measured over time to track change. Targets are in an area in which children typically make progress within the program year *with instruction or intervention* (that is, can measure change over time). At least one assessment target is represented in individualized plans for instruction.	Defines multiple targets that are linked to structured curriculum and meaningful outcomes. Multiple targets can be changed with instruction or intervention. Multiple targets are defined for three of the five key domains for school-readiness per child. Targets are measured using observable behaviors AND, as appropriate, teacher examines whether targets generalize across settings.	RATING: _____

Note: For holistic rubrics, even-numbered ratings should be assigned to teachers who exceed the criteria for the preceding rating but do not yet meet all criteria for the subsequent rating. Unless a change or increase is specified, a given rating on a holistic rubric encompasses all criteria for the previous rating.

2. ANALYTIC RUBRIC AND RATINGS FOR "SELECTING AND IMPLEMENTING THE ASSESSMENT METHOD"

Observation or Assessment Method. Teachers decide how they will gather information about the assessment target (learning objective or behaviors). The method of data collection should focus on observable behaviors, be a fair measure of what children know and can do (including linguistic and cultural appropriateness), and offer the opportunity to easily collect information frequently enough that comparisons across time can be made. Over time, the assessment method should provide information about whether the child generalizes the skills, knowledge, and behaviors and so should provide information from more than one context. The frequency of data collection supports reliable and valid interpretation of child progress.

Sources: Documents (assessment objectives or protocols, assessment manual, assessment schedules and plans, description of assessment), observations, interview.

	1		3		5		7	ENTER RATING
A	The evidence collected is not aligned with assessment target(s).		The evidence collected is occasionally aligned with the assessment target(s).		The evidence collected is sometimes aligned with the assessment target(s).		The observed evidence collected is always aligned with the assessment target(s).	RATING: _____
B	Assessments not implemented frequently enough to examine child progress.		<u>Only 1 or 2</u> assessment targets are assessed more than once per child.		<u>3 or more</u> assessment targets are assessed more than once per child, and frequency of assessments is usually greater when instruction is more intensive.		Assessment information is collected frequently enough to examine child progress (at least three times per reporting period) or change over time. Frequency of data collection is usually greater when instruction is more intensive.	RATING: _____
C	Assessment tasks do not provide information about different levels of the knowledge, skill, or behavior of interest.		For <u>some</u> targets, the assessment task differentiates between varying levels of quality OR independence over time, e.g., by breaking down the task into steps and/or requiring the child to complete the task in different contexts.		For <u>most</u> targets, the assessment task differentiates between varying levels of quality OR independence over time, e.g., by breaking down the task into steps and/or requiring the child to complete the task in different contexts.		For <u>all</u> targets, the assessment task clearly differentiates between varying levels of quality OR independence over time, e.g., by breaking down the task into steps and/or requiring the child to complete the task in different contexts.	RATING: _____
D	All assessments take time away from instruction and practice (>10 minutes).		Assessments typically take time away from instruction and practice (>10 minutes).		Some assessments occur in the context of instructional activities OR in a way that allows teacher to efficiently obtain information about child's knowledge/ skill/behavior in a clear task (such as naming pictures, letters, or shapes).		Assessments typically occur in the context of instructional activities OR in a way that allows teacher to efficiently obtain information about child's knowledge/ skill/behavior in a clear task (such as naming pictures, letters, or shapes).	RATING: _____ ☐ CANNOT RATE

	1		3		5		7	ENTER RATING
					NOTE: COMPLETE '2E' FOR CHILDREN WITH SPECIAL LEARNING NEEDS OR DUAL LANGUAGE LEARNERS.			
E	Assessment tasks are not valid for child (in terms of language, culture, temperament, and/or ability); teacher does not make needed accommodations or adaptations for children with special learning needs or Dual Language Learners.		For at least one assessment target, teacher assesses in multiple ways, including making needed accommodations or adaptations.		For some assessment targets, teacher assesses in multiple ways, including making needed accommodations or adaptations.		When appropriate teacher assesses target in multiple ways. Teacher documents accommodations or adaptations used to ensure that the child understands the task.	RATING: _____ ☐ CANNOT RATE
	FOR VIDEO-BASED OBSERVATIONS ONLY							
F	Goals of the observed task are not consistently clear even to the observer.		Goals of the observed task are clear to observers, but the tasks may not be described to the focal child(ren).		Most of the observed assessment tasks are familiar to the focal child(ren) or are clearly described.		All the observed assessment tasks are familiar to focal child(ren) OR teacher ensures focal child(ren) understands tasks before beginning assessment.	RATING: _____
G	In the observed assessments, teacher typically does not devote sufficient attention to focal child(ren) while implementing observation or assessment.		In the observed assessments, teacher typically is frequently interrupted when assessing the focal child(ren).		In the observed assessments, teacher typically focuses on the focal child(ren) being assessed with only small interruptions.		In the observed assessments, teacher typically devotes sufficient attention to focal child(ren) while implementing observation or assessment.	RATING: _____
H	When using a standard task, does not implement in a standard way and does not note changes in administration.		When using a standard task, sometimes implements in a standard way and sometimes documents the deviations from standard administration, if applicable.		When using a standard task, usually implements in a standard way. Consistently documents any deviations.		When using a standard task, implements in a standard way (with fidelity). Documents if concerned about valid response, if applicable.	RATING: _____ ☐ NOT APPLICABLE ☐ CANNOT RATE

RATINGS: *Indicate how characteristic each item is. (Note: check the appropriate category.)*

Sources: *Documents (assessment objectives or protocols, assessment manual, assessment schedules and plans, description of assessment), observations, interview.*

	NOT AT ALL (ALMOST NEVER)	MINIMALLY CHARACTERISTIC (SOMETIMES EVIDENT)	STRONGLY CHARACTERISTIC (FREQUENTLY EVIDENT)	EXTREMELY CHARACTERISTIC (ALMOST ALWAYS EVIDENT)	CANNOT RATE
Assessments typically occur in a familiar context.	1 ☐	2 ☐	3 ☐	4 ☐	0 ☐
Teacher monitors child's progress in area of individualization with at least 3 pieces of evidence (data points).	1 ☐	2 ☐	3 ☐	4 ☐	0 ☐
When teachers individualize instruction, they collect information that allows them to see whether the child's current rate of progress is higher than his or her prior rate of progress.	1 ☐	2 ☐	3 ☐	4 ☐	0 ☐
Teacher continues to periodically monitor child's progress in area of individualization even after first signs of improved progress.	1 ☐	2 ☐	3 ☐	4 ☐	0 ☐
Child's family or household members help collect assessment information.	1 ☐	2 ☐	3 ☐	4 ☐	0 ☐

M

FOR VIDEO-BASED OBSERVATIONS ONLY

Teacher documents child behavior/performance or collects work sample.	1 ☐	2 ☐	3 ☐	4 ☐	0 ☐

3. RATINGS FOR "DOCUMENTING THE INFORMATION COLLECTED"

When teachers implement ongoing assessments, they need to document child progress objectively, accurately, efficiently, and with relevant contextual information.

Sources: Documents (portfolios, checklists, anecdotal records), observations, interview.

RATINGS FOR FOCAL CHILDREN

Indicate how characteristic each item is. (Note: check the appropriate category.) If this differs by child please note separate ratings for each children.

		NOT AT ALL (ALMOST NEVER)	MINIMALLY CHARACTERISTIC (SOMETIMES EVIDENT)	STRONGLY CHARACTERISTIC (FREQUENTLY EVIDENT)	EXTREMELY CHARACTERISTIC (ALMOST ALWAYS EVIDENT)
A	Documentation provides relevant information about the **general** assessment context, supports, and timing.	1 ☐	2 ☐	3 ☐	4 ☐
B	Documentation includes **child-specific** context, including types of prompts and supports.	1 ☐	2 ☐	3 ☐	4 ☐
C	The teacher is consistent in how behavior is documented across time points (e.g., provides a similar amount of background information. *Make a note if consistently poor*).	1 ☐	2 ☐	3 ☐	4 ☐
D	The documentation can be understood without the need to ask the teacher questions beyond clarifying shorthand codes.	1 ☐	2 ☐	3 ☐	4 ☐

RATINGS: *Indicate how characteristic each item is. (Note: check the appropriate category.)*

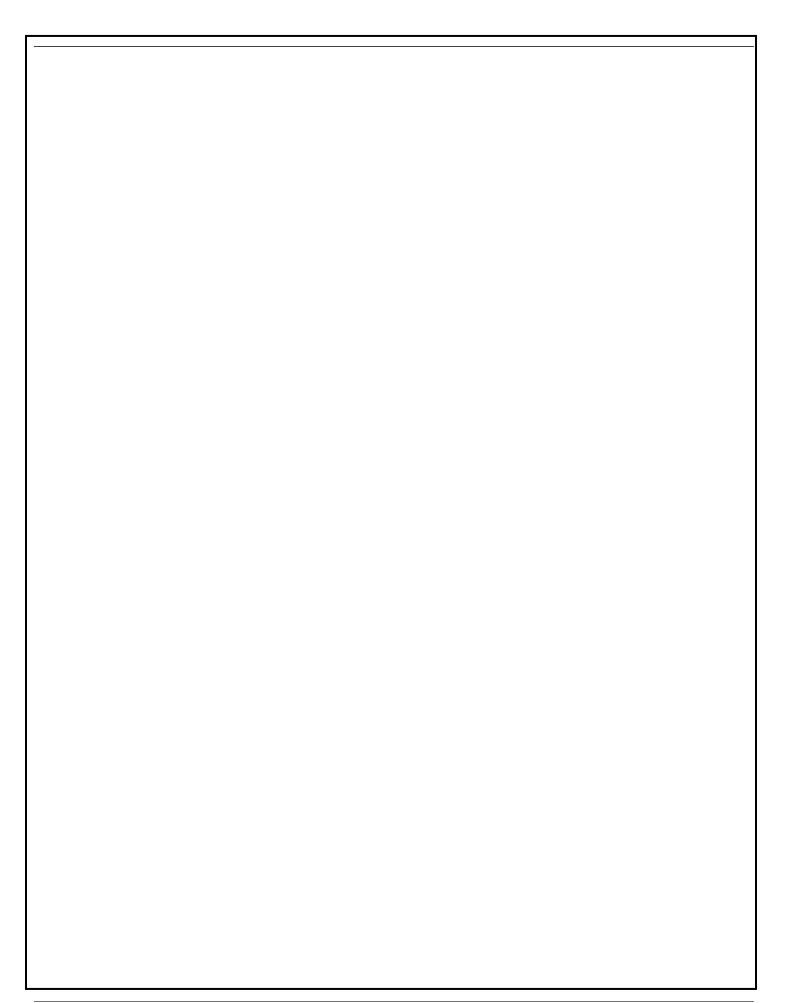|		FOCAL CHILD 1				FOCAL CHILD 2			
		NOT AT ALL (ALMOST NEVER)	**MINIMALLY CHARACTERISTIC** (SOMETIMES EVIDENT)	**STRONGLY CHARACTERISTIC** (FREQUENTLY EVIDENT)	**EXTREMELY CHARACTERISTIC** (ALMOST ALWAYS EVIDENT)	**NOT AT ALL** (ALMOST NEVER)	**MINIMALLY CHARACTERISTIC** (SOMETIMES EVIDENT)	**STRONGLY CHARACTERISTIC** (FREQUENTLY EVIDENT)	**EXTREMELY CHARACTERISTIC** (ALMOST ALWAYS EVIDENT)
G	Documentation includes information about the child's strengths.	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐
	Documentation includes errors and misconceptions.	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐
	Documentation includes child's responses/performance during individual learning plan activities.	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐
	Documentation is objective, describing what happened rather than making subjective comments and judgments.	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐
	Documentation is an intentional process, with method selected when planning instruction.	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐

4. HOLISTIC RUBRIC, RATINGS, AND CHECKLIST FOR "ORGANIZING THE INFORMATION COLLECTED"

The teacher's organization of the documentation should facilitate interpretation and communication with families and team members, impose a minimal burden on teachers, and provide consistent, reliable data entry.

Sources: Documents (documentation from assessment, data display), teacher interview.

CHECKLIST

		YES	NO
	The teacher views/organizes the data to compare a child's performance to a developmental expectation or benchmark for growth.	1 ☐	0 ☐
	The teacher views/organizes the data to compare a child's progress to a developmental expectation or benchmark for growth.	1 ☐	0 ☐
	The teacher views/organizes the data to compare a child's performance to that of other children in the class.	1 ☐	0 ☐
	The teacher views/organizes the data to make it easy to understand the **current level** of the child's skill within reporting periods for individualization goals.	1 ☐	0 ☐
	The teacher organizes the data to look at a child's **progress** on individualized goals within a reporting period, looking at change based on at least 3 pieces of evidence (note: could be a comparison of 3 interim preliminary scores, work samples, or anecdotal records on a particular objective across time within a reporting period).	1 ☐	0 ☐
	The system for organization is efficient. (For computer systems, answer will typically be "yes" if teacher is easily able to access and enter information. Note computer application or describe below.)	1 ☐	0 ☐
G	Teacher presents/organizes the data to communicate to parents about the child's strengths and weaknesses.	1 ☐	0 ☐
	The teacher organizes the information to look at performance by class for one or more assessment targets at a single timepoint.	1 ☐	0 ☐
	The teacher organizes the information to look at progress by class for one or more assessment targets across multiple timepoints.	1 ☐	0 ☐
	The teacher organizes the information to look at performance by subgroup for one or more assessment targets at a single timepoint.	1 ☐	0 ☐
	The teacher organizes the information to look at progress by subgroup for one or more assessment targets across multiple timepoints.	1 ☐	0 ☐
	The teacher organizes the information to look at performance by domain for the class or a subgroup for one or more assessment targets at a single timepoint.	1 ☐	0 ☐
M	The teacher organizes the information to look at a child's progress by domain within reporting periods (multiple assessment targets across multiple timepoints).	1 ☐	0 ☐
	Teacher uses visual displays to depict child progress by date for at least one target.	1 ☐	0 ☐
O	Teacher indicates when a new instructional strategy or individual learning plan is implemented.	1 ☐	0 ☐

RATINGS

		NOT AT ALL (ALMOST NEVER)	MINIMALLY CHARACTERISTIC (SOMETIMES EVIDENT)	STRONGLY CHARACTERISTIC (FREQUENTLY EVIDENT)	EXTREMELY CHARACTERISTIC (ALMOST ALWAYS EVIDENT)
P	The teacher views/organizes data in a way that makes it easy to understand the current level of the child's skill compared to prior checkpoints/reporting periods.	1 ☐	2 ☐	3 ☐	4 ☐
Q	If the assessment system organizes the data, the teacher uses the system with fidelity—for example, the teacher enters information within a week. *Make notes on the time frame.*	1 ☐	2 ☐	3 ☐	4 ☐
R	If using a teacher-developed system, the teacher files or enters data on a regular weekly basis.	1 ☐	2 ☐	3 ☐	4 ☐

5. HOLISTIC AND ANALYTIC RUBRICS AND CHECKLIST FOR "INTERPRETING THE DATA"
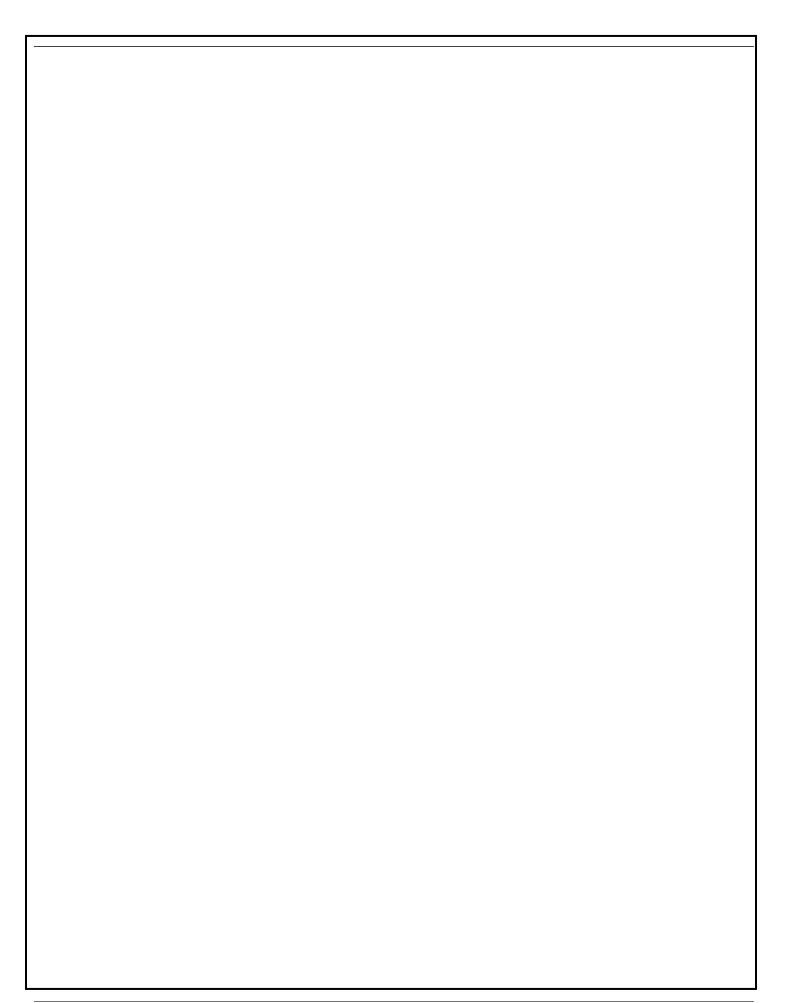
Teachers draw on multiple sources of information in making decisions about the current skills, knowledge, or behavior of children and the progress they are making. The teachers use objective, reliable data and consider alternative explanations for children's behavior. Teachers consider the pattern of data and set hypotheses about children's development and instructional needs.

Source: Documents, teacher interview (with questions about the video).

	1	3	5	7	ENTER RATING
A	Bases ratings on impressions or memory. No evidence to support interpretation.	Bases most ratings on single piece of information (that is, taken at a point in time or single event). Evidence is too scanty to support interpretation. OR Some evidence supports interpretation whereas other evidence does not.	Bases most ratings/ inferences on at least two pieces of information (can be from a single context or task). Evidence supports interpretation for most assessment targets, but evidence for some interpretations is based on inference rather than objective data. Considers alternative explanations of observed skill/behavior, including the amount of support available to the child. Considers child's performance and progress relative to typical development or progress of peers. Teacher examines more than one data point in between checkpoints for at least one target per child (such as preliminary ratings).	Bases most ratings/ inferences on multiple pieces of information collected in more than one context or task. Evidence is objective and supports interpretation. Considers context of observed skill/behavior. Considers child's strengths and interests as well as challenges. *Tests* some alternative explanations of observed skill/behavior. Considers child's performance and progress relative to typical development and progress of peers.	RATING: _____
B	Infrequent examination of data (does not examine child's records and make ratings at reporting periods).	Examines current data in relation to performance criteria, but does not consider the child's rate of progress.	Evaluates progress (not just current performance) within reporting periods, not just between reporting periods. Uses data to identify areas of learning where progress is slower than expected and where it is faster than expected.	Identifies when current rate of progress has accelerated beyond expectation even if current performance is still below age level. Identifies when current rate of progress has slowed or stopped even if current performance is above age level.	RATING: _____

CHECKLIST

	YES	NO
Teacher involves the family in interpreting and understanding the data.	1 ☐	0 ☐
Teacher involves the other teachers/staff in interpreting and understanding the data.	1 ☐	0 ☐

6. HOLISTIC RUBRIC, CHECKLIST, AND RATING FOR "FORMULATING INSTRUCTIONAL DECISIONS"

Based on the interpretation of the data and any hypothesis set, teachers plan instructional activities and strategies to support increased or continued growth. They plan instructional groups intentionally to support children's development (e.g., partnering children to provide a good language model for a child who needs to talk more, targeted instruction of small groups of children with a similar need). Instruction considers what data suggest about children's current developmental status and progress by, for example, providing more independent practice in areas where a child is successful, testing hypotheses about the types of support children need, or considering whether children generalize skills across tasks.

Sources: Documents (data display, assessment records, lesson plans), teacher interview (with questions about the video).

RUBRIC

	1	3	5	7	ENTER RATING
A	Instruction may be designed to be interesting and engaging, but it does not draw on what is learned from the data or follow a logical plan for developing child(ren)'s skills.	Instructional decisions follow curriculum recommendations. Instruction includes more than one small group or individual lesson/planned interaction. Instructional grouping is based mainly on social and behavioral indicators (such as friendships or avoiding problem pairs).	Instructional groups and activities are designed intentionally using data to support child(ren)'s development. Instruction follows a logical sequence to increase child(ren)'s skills across time. Instructional decisions consider the evidence of current developmental status for each individual child. Some instructional decisions draw on evidence-based or professionally recommended strategies. Instructional decisions provide more intensive instruction in areas where child(ren) lag behind developmental expectations for growth.	Instructional decisions include modifications and adaptations based on the evidence of child development including patterns of progress across time and consideration of alternative explanations for child performance. Instructional decisions consider child(ren)'s interests and strengths as well as areas for growth. Considers child's **progress** relative to typical development and progress of peers. Reaches out to external resources as needed. Most or all instructional decisions draw on evidence-based or professionally recommended strategies.	RATING: _____

CHECKLIST

Is there evidence of varied approaches to individualization that are responsive to the data?

	SELECT ALL THAT APPLY	DOES NOT OCCUR	OCCURS AND NOT DOCUMENTED	OCCURS AND DOCUMENTED	CANNOT RATE
B	Prompting or questioning strategies	0 ☐	1 ☐	2 ☐	3 ☐
C	Additional practice	0 ☐	1 ☐	2 ☐	3 ☐
D	Grouping strategies (homogeneity for a specific learning need)	0 ☐	1 ☐	2 ☐	3 ☐
E	Peer supports (heterogeneity)	0 ☐	1 ☐	2 ☐	3 ☐
F	Adult supports	0 ☐	1 ☐	2 ☐	3 ☐
G	Environmental supports (e.g., physical positioning of child)	0 ☐	1 ☐	2 ☐	3 ☐
H	Other adaptations or modifications designed to meet specific child needs *(Specify):* _____	0 ☐	1 ☐	2 ☐	3 ☐

RATING

Rate overall the teacher's use of strategies.

	1	2	3	4	ENTER RATING
I	No evidence in the data to suggest a need for the individualization.	Some evidence suggesting a need, but no evidence suggesting that it is supporting the child's progress and teacher did not try different strategies (allow a 2 week trial period to look for change the strategy before trying something different).	Evidence that the child needed the support and is either making progress or the teacher is continuing to try different strategies.	Evidence that the teacher is using the data to make decisions about the success of strategies and changes those that are not effective in supporting the child.	RATING: _____

7. HOLISTIC RUBRIC FOR "APPLYING INSTRUCTIONAL DECISIONS AND INDIVIDUALIZING"

The approach is responsive to the data (and progress) and the interpretation of the data. The teacher collects further evidence to evaluate whether the instructional approach is valid for meeting the targeted instructional need for this child (or these children). That is, the teacher notes instructional changes and assesses progress to evaluate the success of those changes. The teacher may use flexible evidence-based (or professionally recommended) strategies, such as using purposeful small groups, offering different questions or different levels of prompts, offering more practice for a child in a particular area throughout the day, adapting and modifying the activity, and using different instructional approaches (such as varied levels of visual or auditory cues or individual-versus-group interaction). The teacher may provide peer, adult, and environmental supports. Whenever possible, the teacher incorporates and builds on children's strengths and interests when individualizing.

Sources: Documents (lesson plans, plans for individualized instruction), observations, interview.

1	3	5	7	ENTER RATING
Provides standard instruction for every child—that is, does not make any changes for any child (no evidence of individualization or differentiation).	Increases opportunities for practice for children with weaknesses identified in the data. Shows evidence of an intentional adaptation for at least one child. Uses as least one evidence-based or professionally recommended practice. Teacher collects data about child response to instruction for at least one timepoint for individual plans.	Increases or varies opportunities for practice for some children with weaknesses identified in the data. Uses some varied instructional strategies that are evidence-based or professionally recommended. Provides support for emerging skills identified in the data, recognizing when children need a challenge. Teacher changes instruction if child is not demonstrating improvement or greater progress. Classroom instructional team has a shared knowledge about goals and instructional strategies for each child. Plans and collects at least 2 pieces of evidence about how each child responds to individualized goals and instruction.	Increases or varies opportunities for practice for most children with weaknesses identified in the data. Uses varied instructional strategies that are evidence-based or professionally recommended to build on strengths and mitigate weaknesses. Incorporates child interests and experiences. Plans and collects at least 3 pieces of evidence about how each child responds to individualized goals and instruction. Collects data on effects of individualization strategies to determine influence on child's growth. Is reflective about success of instructional approaches. Organizes and reviews data (within reporting periods or checkpoints) to examine the effect of the individualization, and changes approach if the growth is not improving (that is, flat or negative).	RATING: _____

ADDITIONAL RATINGS CHARACTERISTICS (RUBRICS SUPPLEMENT)

DATE: |__|__| / |__|__| / |__|__|__|__| **MPRID:** |__|__|__|__|__|__|__|__|
      MONTH   DAY   YEAR

RATER NAME: _____

GENERAL GUIDELINES FOR RATING CHARACTERISTICS Rate how characteristic the statement is of this teacher/classroom.		
1	**Not At All** (almost never)	You did not see this at all, or it was seen only once or twice and it is a behavior/type of documentation that usually occurs frequently in classrooms.
2	**Minimally characteristic** (sometimes evident)	Rate here if you see it occasionally and it is appropriate at many other times, or you see it happen sometimes, and it is only partially present (for example, some information about context on a few pieces of documentation but never complete documentation) or present only for a single assessment target/learning objective.
3	**Strongly characteristic** (frequently evident)	Rate as 3 if something happens frequently and across domains (as appropriate), but does not occur at all the appropriate times. Also rate here for something that would normally be 'low frequency' but is evident at many of the appropriate times or in most of the appropriate documents.
4	**Extremely characteristic** (almost always evident)	Something that happens at appropriate times and in appropriate documents across multiple domains. If something happens frequently but is missing in some appropriate documents or observations, then code as 'strongly characteristic' rather than 'extremely characteristic'.

SELECT ONE PER ROW

	NOT AT ALL (ALMOST NEVER)	MINIMALLY CHARACTERISTIC (SOMETIMES EVIDENT)	STRONGLY CHARACTERISTIC (FREQUENTLY EVIDENT)	EXTREMELY CHARACTERISTIC (ALMOST ALWAYS EVIDENT)
The teacher's plan for data collection assures that all children are assessed periodically across domains.	1 ☐	2 ☐	3 ☐	4 ☐
The teacher follows a plan/schedule for collecting assessment data each month that assures data is collected on each child across more than one domain.	1 ☐	2 ☐	3 ☐	4 ☐
The teacher's data collection plan identifies certain instructional targets on which specific children get more frequent assessment (areas of individualization).	1 ☐	2 ☐	3 ☐	4 ☐
The teacher monitors child progress in their area of individualization with at least 3 pieces of evidence for each reporting period (approximately each quarter).	1 ☐	2 ☐	3 ☐	4 ☐
Every child is assessed in at least one area of individualization.	1 ☐	2 ☐	3 ☐	4 ☐
Teacher collects information that allows him/her to see whether child's current rate of progress is higher than the child's **rate** of progress prior to a change in instruction.	1 ☐	2 ☐	3 ☐	4 ☐

		NOT AT ALL (ALMOST NEVER)	MINIMALLY CHARACTERISTIC (SOMETIMES EVIDENT)	STRONGLY CHARACTERISTIC (FREQUENTLY EVIDENT)	EXTREMELY CHARACTERISTIC (ALMOST ALWAYS EVIDENT)
	The teacher uses data to examine differences in rates of progress relative to major changes in instruction (organizes it and interprets the change that does or does not occur relative to changes in instruction).	1 ☐	2 ☐	3 ☐	4 ☐
	Teacher continues to periodically monitor child's progress on the skill or behavior targeted for individualization even after first signs of improved progress.	1 ☐	2 ☐	3 ☐	4 ☐
	The teacher involves the family in helping to collect assessment information.	1 ☐	2 ☐	3 ☐	4 ☐
10	The teacher collects assessment data (that is, documentation of child behavior/performance) in an efficient manner so that s/he minimizes time away from interacting with children.	1 ☐	2 ☐	3 ☐	4 ☐
11	The documentation includes description of errors, misconceptions, or early steps towards a learning goal.	1 ☐	2 ☐	3 ☐	4 ☐
12	The teacher examines the data in different ways (by child across domains, by domain or learning objectives across subgroups and children) to understand the child's performance in different ways.	1 ☐	2 ☐	3 ☐	4 ☐
13	The teacher is able to articulate both the strengths and weaknesses of individual children.	1 ☐	2 ☐	3 ☐	4 ☐
14	The teacher can support inferences about strengths and weaknesses *with evidence from the assessment data.*	1 ☐	2 ☐	3 ☐	4 ☐
15	Documentation is objective, describing actual behaviors rather than subjective comments.	1 ☐	2 ☐	3 ☐	4 ☐
16	The teacher clearly communicates both strengths and challenges of the child with the family, providing evidence for each of these.	1 ☐	2 ☐	3 ☐	4 ☐
17	The teacher involves the family in interpreting the data across multiple domains.[a]	1 ☐	2 ☐	3 ☐	4 ☐

[a]For item 17, rate 4, if evidence of family involvement is found in multiple domains and the teacher invites family's interpretation and documentation; 3, if at least one domain or objective involves family as partner [rather than recipient of info] : 2, if teacher provided interpretation of data to family [family as recipient of info]; and 1, not at all [information for families does not explain what led to the interpretation; or there is no communication with family] .

This supplemental set of ratings was piloted only in the final pretest classrooms. Additional pretesting is recommended before integrating it into the EDIT ratings and rubrics.